DOCUMENT RESUME

ED 106 870 CS 202 078

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TITLE The Meaning of Competency for an English Major on a Competency-Based Curriculum in a Liberal Arts College as Perceived by Practitioners.
PUB DATE Jul 74
NOTE 142p.; Ph.D. Dissertation, Walden University

EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE
DESCRIPTORS English Curriculum; *English Instruction; Higher Education; *National Surveys; *Performance Based Teacher Education; *Preservice Education; Teacher Qualifications; *Teaching Models

ABSTRACT

The purpose of this study was to design a competency-based curriculum for an English major in a liberal arts college. Questionnaires were mailed to 248 English majors graduating from public and private liberal arts colleges during the 1968-73 period. The questionnaire was made up of cognitive learning and affective learning categories following the Bloom, Krathwohl, and Masia taxonomies. Of the 248 questionnaires sent out, 102 responses were received. Seventeen competencies were derived as being essential to English majors. It was concluded that the competencies resulting from this study can be considered as a model for an English major in a competency-based curriculum in a libeal arts college.
(Author/RB)

ABSTRACT

THE MEANING OF COMPETENCY FOR AN ENGLISH MAJOR ON A COMPETENCY-BASED CURRICULUM IN A LIBERAL ARTS COLLEGE AS PERCEIVED BY PRACTITIONERS

By

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B.S. Sterling College, 1959

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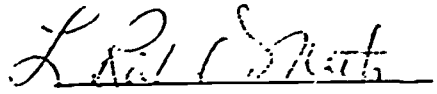

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A Dissertation Submitted in Partial Fulfillment of
the Requirements for the Degree of
Doctor of Philosophy

Walden University
July, 1974

ABSTRACT

Behnke, Dorothy Wyrill. "The Meaning of Competency for an English Major on a Competency-Based Curriculum in a Liberal Arts College as Perceived by Practitioners." Unpublished Doctor of Philosophy dissertation. Walden University of Naples, Florida, 1974.

The purpose of this study was to design a model for an English major on a competency-based curriculum in a liberal arts college. To provide the data, questionnaires were mailed to two hundred forty-eight English-major graduates from public and private liberal arts colleges who had graduated during the period 1968-1973. The questionnaire was made up of two major divisions: Cognitive Learning and Affective Learning. The Cognitive division was subdivided first into five categories: literature, verbal communication, criticism, linguistics, and education, and second into specific subject areas. The Affective division had no categorical subdivisions, only subject areas. The levels of learning used were those of the Bloom, Krathwohl, and Masia taxonomies: Cognitive: 1-comprehension, 2-application, 3-analysis, 4-synthesis, and 5-evaluation; and Affective: 1-responding, 2-valuing, 3-organization, and 4-characterization by values. The respondents were asked to choose the subject areas and the corresponding minimum level of learning which they perceived as essential to success in their chosen work. One hundred two subjects responded, representing fifteen states and six major vocations: elementary teacher, secondary teacher, college teacher, graduate student, librarian, and secretary. All other vocations were grouped under a miscellaneous heading. Based on the responses viewed

collectively and by vocation, seventeen competencies were derived as being essential to English majors of all seven vocations. Nineteen additional competencies were determined essential to individual or combined vocations. Data showed that date of graduation, geographical region, and type of institution reflected only minor trends for emphases in such areas as structural grammar, linguistics, and methods of teaching speakers of another language or dialect. Therefore, the competencies resulting from this study can be considered a model from the practitioner's point of view of the English major on a competency-based curriculum in a liberal arts college.

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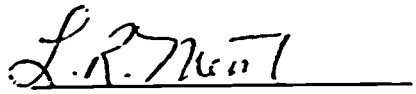

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ACKNOWLEDGEMENTS

The completion of a study of this kind requires the assistance and cooperation of many persons. Deep appreciation is extended to the many individuals who helped formulate the questionnaire and to the English-major graduates for the time and thought they gave to completing it. A large expression of gratitude is given to Murray Stucky, who processed the data.

The researcher gratefully acknowledges her indebtedness to Dr. L. Richard Meeth, her major advisor, for his guidance, constructive criticism, and encouragement during the development and completion of this study. And finally, she expresses her heart-felt thanks to her loving husband for his interest and patience during this period of her education and to her children for their untiring faith and support.

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CHAPTER 1

INTRODUCTION

A new movement in American education is underway. Expansion in scientific research and technology has opened up specialities which require new designs in teaching and learning. These professional and technical specialities emphasize the importance of fundamentals and broad principles as they apply in solving problems and reaching decisions. As Don H. Parker wrote in School for What?: "Schooling must become a learning laboratory for living."[1]

This dynamic force reshaping all levels of learning is called competency-based education (CBE), sometimes referred to as performance-based education (PBE).[2]

Dr. L. Richard Meeth, Consultant to the National Task Force to Competency-based Education and Associate Professor at State University of New York at buffalo, described CBE as "no educational fad. Because it is motivated by external forces seeking accountability, it is expected

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[1]Don H. Parker, School for What? (New York: McGraw-Hill Book Company, 1970), p. 214.

[2]Richard W. Burns, Professor of education at the University of Texas at El Paso, explained the distinction between competency-based education and performance-based education in Educational Technology, November, 1972, p. 24: "When a distinction is made, it usually involves an interpretation of performance, meaning 'the presence of a behavior,' while competency means 'the behavior plus some additional standard,' which implies performing well."

to have a long life."[3]

Allen A. Schmieder, in his outline of Competency-Based Education: The State of the Scene, recognized competency-based education as "rapidly becoming the most significant lever for educational reform since Sputnik . . . ."[4]

Robert B. Howsam and W. Robert Houston, leaders in the field of competency-based teacher education, the area where CBE is most widespread, identified CBE as "the thrust necessary for adaptation to meet the challenge for a change and changing society." They emphasized the scope of the change by stating that it

> must be planned in systematic terms dealing with all the elements that comprise the total system--teacher-education institutions, prospective and inservice teachers, the schools, certification agencies, professional educational organizations, community groups, and the public.[5]

JUSTIFICATION

The justification for this research is given in three parts: (1) the history of competency-based education, (2) the current scope of competency-based education, and (3) the problem.

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[3]Opinion expressed by L. Richard Meeth, professor and author, in a lecture ("The Philosophy of Competency-based Education") at McPherson College, McPherson, Kansas, March 20, 1973 (tape on file in the Sterling College Library, Sterling, Kansas.)

[4]Allen A. Schmieder, Competency-Based Teacher Education: The State of the Scene (Washington, D.C.. American Association of Colleges for Teacher Education and ERIC Clearinghouse on Teacher Education, 1973), p. viii.

[5]W. Robert Houston and Robert B. Howsam (eds.), Competency-Based Teacher Education: Progress, Problems, and Prospects (Chicago: Science Research Associates, Inc., 1972), p. 1.

History of Competency-based Education

According to Joe Lars Klingstedt, Assistant Professor of Curriculum and Instruction at the University of Texas, in Educational Technology, November, 1972, competency-based education is a result of several combined forces. Programmed instruction, designed to educate in a step-by-step manner toward a preconceived goal, served as a forerunner of CBE. As the public demanded accounting of education techniques and expenditures, educators turned to performance-based education, which requires the behavior inherent in CBE but lacks the standard prescribed by it. These efforts combined to give rise to competency-based education.[6]

The philosophy behind CBE, as explained by Klingstedt, is Experimentalism.[7] The Experimentalists, according to John Paul Strain in Modern Philosophies of Education, considered the theory of evolution as justification for their thinking related to the notions of environment, learning, and behavior. Using this theory as their starting point, they provided psychological data to support their belief that "education is a step-by-step process moving from the simple to the complex, . . . that to study man meant to study his behavior, and that man's behavior was a product of conditioning."[8]

The Experimentalists, Strain pointed out, contended that because man is a sociological as well as a biological animal, he is controlled

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[6]Joe Lars Klingstedt, "Philosophical Basis for Competency-Based Education," Educational Technology, XII (November, 1972), 11.

[7]Ibid., pp. 11-12.

[8]John Paul Strain, "Experimentalism," Modern Philosophies of Education (New York: Random House, 1971), pp. 65-68.

to some extend by economic and well-being motives which provide the force behind his sociological and psychological behaviors. During the Depression of the thirties, when the American way of life--including the educational system--was threatened, a need for cultural change in society became apparent. Into this predicament came John Dewey's New Social Order, in which the scientific method was used as a tool in solving social problems.[9] These fundamental ideas in the philosophy of the Experimentalists led educators, in part, to competency-based education.

L. Richard Meeth, in a workshop on competency-based education, pointed out that CBE means a number of different things in different circles in education. He defined competency in higher education as "the minimum knowledge, skills, values, and/or attitudes a person can be judged or certified to possess based on a set of criteria or level of expectation." He explained that in educational philosophy CBE is viewed differently by the empiricist and the humanist. The former phrases the competency statements in measurable terms; thus, the learning has to be behavioral, observable, overt, capable of being validated. This concept omits the covert categories of knowledge, like thinking and feeling. The empiricist, then, recognizes little difference between competencies and behavioral objectives, which are also written in measurable terms. On the other hand, the humanist accepts the concept that not all knowledge is necessarily measurable, that there are some learning experiences that can only be assessed or evaluated by humanistic methodologies, e.g., consensus, authority, intuition, revelation, and

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[9] Ibid.

extra-sensory perception. In this philosophy, then, competencies differ from behavioral objectives considerably in that the former include a wider range of skills, attitudes, and values, particularly values, because they include covert areas.[10]

A competency curriculum, according to Meeth, is made up of the three following components. The first category is the statements of competence. These need to be as specific as possible yet as global as possible; specific as opposed to vague, and global in that they are broadly based, comprehensive. From the student's perspective, he views the competencies from the bottom where the number is many. The designer of the competencies, in contrast, sees the list from the top. Here the list may begin with eight or ten competencies for the institution; then each major may have ten or twelve. Moving on downward, each learning experience may have four or five, and by the time the student sees the list, it has grown to two or three hundred competencies. Thus, the more comprehensive they can be, the fewer of them are necessary; the more precisely they are stated or defined, the more easily the student can work through them.[11]

The second component Meeth identified in a competency curriculum is evaluation, a two-part category including the evaluation criteria and the methodology for evaluation. The evaluation criteria help to limit and define the concepts of the competencies. The very words that define the terms in the competency statements are limiting and describing, setting criteria for judging that competency. Other factors can be included. A variety of methodologies for evaluation are available,

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[10]Ibid. [11]Ibid.

e.g., pencil and paper test, oral presentation, simulation games, self assessment, and consensus of several observers.[12]

The third component in a competency curriculum, as described by Meeth, one not directly related to competency but typically present, is the learning experience that enables the person to meet the competency. The assumption is that a college is more than a credentialing agency and that it still is in the business of providing learning experiences, not necessarily courses, but none-the-less learning experiences. Furthermore, the assumption is made that since the college authorities have the competence to recommend more appropriate learning experiences than a student might find randomly in a society; they, therefore, can design competencies and recommend experiences that a student might use to meet certain competencies, understanding that the experiences typically are not synonymous with accomplishing the competence.[13]

Who sets competencies? By whose authority is a person judged to be competent? Who sets the evaluations? L. Richard Meeth stated that all of these tasks are accomplished by six categories of authorities. First, self, or the individual, can design his own competencies and the criteria for judging their effectiveness. Second, these judgments can be made by the practitioner, the graduate, the person in the field who practices the competencies. These tasks can also be met by a third authority, the recipients of the service of people competent or judged to be competent. For example, the doctor's patients or the lawyer's clients can, in light of their personal experience with him, decide what he needs to know in order to serve them effectively and how

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[12] Ibid. [13] Ibid.

he should be judged. The teacher, the fourth authority, most typically decides the competencies. Employers provide a fifth source for competency setting. And finally, the catch-all category, the expert, the person who stands outside the field, who does not practice it but knows all about it, the consultant type, e.g., the state department of education. The judgment of this group, Meeth warned, should be the last to be relied upon. Meeth concluded that the goal is to have the competencies as universally acceptable as possible so that all interested people will share the same general understanding.[14]

According to Meeth, the competency curriculum differs from the traditional curriculum in the following emphases:

> In the competency curriculum the emphasis is on outcome instead of on the experience. It emphasizes accountability, direct assessment of the whole, versus the indirect assessment of the learning segments. The emphasis in competency education is on the meaning of the experience instead of on the exposure. And finally, the emphasis is on the specificity of learning instead of on teaching objectives.[15]

Current Scope of Competency-based Education

Competency-based education appears at all levels of education. In response to letters to all State Departments of Education asking about the status of CBE in their states, thirty-three departments reported that as of fall 1973, the following numbers and types of educational institutions are on partially competency-based curriculums: at least six elementary schools, three high schools, three two-year colleges, and seventy-six four-year colleges and universities. Four-year institutions operating on a fully competency-based curriculum numbered eight. The large majority of the partial programs are being

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[14] Ibid. [15] Ibid.

done in teacher-education institutions.

According to the same data, competency-based education started as early as 1965 at Adams State College, Alamosa, Colorado. In 1968, St. Scholastica College, Duluth, Minnesota, adopted it; and three more institutions moved to CBE in 1969: Southwest Minnesota State College, Marshall, Minnesota; Black Hills State College, Spearfish, South Dakota; and the University of Nebraska, Lincoln, Nebraska. In 1970, thirteen additional states adopted some form of CBE; eight in 1972, and eight in 1973.

The figures are probably low because some departments did not have the information about the types of curricula being used at all schools. Others gave incomplete listings, and seventeen state departments did not respond. One should bear in mind that some problem in accounting may have resulted from semantics; i.e., performance-based education, behavioral objectives, and competency-based education are all such new terms that agreement on definitions has not been clearly established; thus, unintentional mistakes could have been reported.

The growing movement toward competency standards for teacher certification[16] demonstrates the faith educators and legislators have in competency-based education. Allen A. Schmieder reported that as of February, 1973, seventeen states had given either legislative or administrative support (or both) to the idea of competency/performance-based teacher education. In all but two of those states, competency-based

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[16] Kenneth Nickel, "The What, Why, and Where of Competency-Based Certification," The Kansas Teacher, LXXXII (January, 1974), 27-30. Competency-based certification "is certifying teachers on their ability to perform competently the teaching acts necessary for their position, and not relying merely on college records." p. 27.

programs were established as possible alternatives to the approved-program certification route.[17]

Although competency-based education appears at all levels of education, very little has been written about it at the college level, except in CBTE, which has received considerable attention. But in most institutions which have adopted CBE, either wholly or in part, the faculties are struggling with the meaning of competency for the majors in each discipline. Since no institution has yet completed four years on a fully competency-based curriculum, no faculty has yet been forced to answer this critical question completely. Yet they are charging ahead with the competency-based curriculum, bit by bit; and students are endeavoring to meet the somewhat fragmented steps on their way to a competency-based degree. If CBE is to acheive its full potential--to prepare the student to be adequate functionally in knowledge, skills, attitudes, and values, for his chosen vocation--then faculties must establish a clear meaning of competency for each field of study.

Problem

While the meaning of competency for all fields of study needs to be established, this research is limited to English. The English-major graduates of the liberal arts colleges move into today's economic stream through a variety of channels. They may use their English major as a pre-professional course to law, medicine, or the ministry. They may find that their love of literature leads them to graduate work in library science or journalism, or they may move directly into a secretarial career or the teaching profession. But regardless of the chosen

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[17]Schmieder, op. cit., pp. 31-48.

vocation, most English majors of the past have taken largely the same required courses in their major field. While the organization of materials, the course titles, and the sequences reflect enormous variety,[18] the components of such programs can be readily classified into basic subject areas.[19]

A primary concern of anyone engaged in teaching English at the post-secondary level should be to recognize the needs of all students majoring in English as those needs pertain to individual vocational goals. While all English majors, no doubt, share many common needs, still the vocational goal should, in part, dictate some of the objectives. For example, the student studying English to become a secondary teacher of English will surely have different objectives concerning linguistics than the one studying English as a forerunner to library science. Or the student preparing to teach language arts in the elementary schools will obviously need a wider background in children's literature than the student entering law school. These differences in content needs should be recognized.

But knowledge of content alone is not adequate in competency-based education; it must equip the graduate with the skills, attitudes, and values, as well as knowledge, to enable him to perform successfully in his chosen vocation. Therefore, in addition to recognizing differences in content needs, institutions offering competency-based education must also provide experiences designed to allow students the opportunities to acquire necessary skills, attitudes, and values.

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[18]Donald R. Tuttle and Helen O'Leary, Curriculum Patterns in English (Washington, D.C.: U.S. Printing Office, 1965), p. 40.

[19]Thomas W. Wilcox, "The Major in English," The Anatomy of College English (San Francisco: Jossey-Bass Publishers, 1973), pp. 132-133.

If English departments on a competency-based curriculum are to assure competency for their departments' graduate students, it is imperative that they establish a clear meaning of competency for the English major.

PURPOSE OF THE STUDY

The purpose of the study is explained in two parts: (1) the statement of the purpose, and (2) the definitions of terms.

Statement of the Purpose

The purpose of this study is to establish the meaning of competency for the English major on a competency-based curriculum of a liberal arts college as perceived by practitioners. In the past, the meaning of the English major on a traditional curriculum has been determined largely by the composite forces of professional educational and certification organizations, professors of English, governmental agencies, educational researchers, and educational institutions. Such authorities usually prescribed the number of credits necessary for the major together with the required core courses and their recommended sequence. Among institutions these requirements varied considerably, both in number of credits and in course listings, so that an English major from one institution often was quite different from that of another. The focus was on the learning experience, not on the outcome. Little consideration appeared to be given to the needs of the graduate as he applied his English major in the real world.

The practitioner, the one who moves into the economic world with his English major, the one who should know best of all what is essential to his success, has had, however, little opportunity to express himself

as to the meaning of the English major. Furthermore, while the practitioner might possess the knowledge, skills, attitudes, and values as identified by an institution on a competency-based curriculum, and possess them at the required criterion levels of performance, still, if these are not the kinds of knowledge, skills, attitudes, and values that will assure his vocational success, then the institution should be told in order that it can modify its competencies. Only the practitioner can provide this valuable information.

Definitions of Terms

"Competency," as used in this study, will mean the ability to apply to practical situations the essential knowledge and skills of a particular subject-matter field together with values and attitudes about such knowledge and skills.

The phrase "competency-based curriculum" will be used to mean a list of competencies, to be met by learning objectives defined in assessable terms and known to the learner and teacher alike, and to be accountable by the learner at a specified level, all of which qualify the learner for graduation or for entrance into a professional or vocational field.

The word "major" will be used in three ways. In a broad sense, it will mean the departmental requirements specified for specialization in preparation for graduation or for entrance into a professional or vocational field. More specifically, the "major" in a traditional curriculum will mean the specific courses and numbers of credits required for specialization. In a competency-based curriculum, the "major" will mean the specific competencies required for specialization.

The word "practitioner" will be limited to mean one who is

employed in a vocation which directly relates to a particular subject-matter field, English in this instance.

PLAN FOR DISSERTATION DEVELOPMENT

The plan for dissertation development includes two sections: (1) a preview of the organization of the dissertation, and (2) the procedure for its development.

Preview of Organization

This study is organized in five chapters and an appendix. Chapter 1, the introduction to the study, is divided into three parts: (1) the justification of the research, (2) the purpose of the study, and (3) the plan for dissertation development.

Chapter 2 provides a review of the literature: (1) competency-based education, (2) the meaning and development of the English major, and (3) a summary.

Chapter 3 describes the methodology used in collecting data for the study: (1) the selection of the contacts, (2) the design of the questionnaire, (3) the collection of the data, and (4) a summary.

Chapter 4 presents an analysis of the data in three parts: (1) the questionnaire data, (2) the personal letter data, and (3) a summary of the data.

Chapter 5 provides an application of the data in three divisions: (1) the meaning of competency for the English major, (2) the emphases suggested by trends, and (3) suggestions for additional related research.

The Appendix furnishes three types of information: (1) the letters and the form used to acquire the names and addresses of the contacts, (2) the questionnaire and the three letters used to collect

the primary data, and (3) the list of institutions represented by the respondents.

Procedure for Development

This research study has sought to design a model for the English major in a liberal arts college on a competency-based curriculum. The source materials, reviewed in Chapter 2, consist predominantly of primary materials: National Council of Teachers of English (NCTE) Journals and Reports, Modern Language Association of America (MLA) Journals and Reports, Educational Journals, United States Office of Education (USOE) Reports, books dealing with competency-based education and with the English curriculum, and catalogs from liberal arts colleges.

Using the source materials, the investigator made a critical analysis of the evidence in the light of its validity and usefulness in providing a basis for the questionnaire necessary to collect the data. Based upon the analysis of the material, a questionnaire was formulated and sent to English-major graduates from liberal arts colleges throughout the United States mainland. The responses from the questionnaires provided the data to develop the English-major model.

CHAPTER 2

REVIEW OF THE LITERATURE

Very little has been written about the meaning of competency for the English major on a competency-based curriculum. Educational Resources Information Center (ERIC) was unable to locate any doctoral dissertations in areas related specifically to this subject. Dissertation Abstracts, International: A, The Humanities and Social Sciences, Volumes 31, 32, 33, January 1970-October 1973, likewise provided no useful leads. The sources consulted were periodicals, books, and unpublished works.

The review is divided into three parts: (1) an overview of competency-based education, (2) the meaning and development of the English major, and (3) a summary.

OVERVIEW OF COMPETENCY-BASED EDUCATION

The word "competency" is relatively new in the field of education. Most education dictionaries make no mention of it. Carter Good, in Dictionary of Education, called it the "ability to apply to practical situations the essential principles and techniques of a particular subject-matter field."[1]

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[1]Carter Good (ed.), Dictionary of Education (3d ed.; New York: McGraw-Hill Book Company, Inc., 1973).

W. Robert Houston, Director of the Competency-based Teacher Education Program and Professor, University of Houston, and Robert B. Howsam, Dean of the College of Education, University of Houston, leaders in the field of competency-based education and co-editors of Competency-Based Teacher Education defined "competence" as 'adequacy for a task,' or as 'possession of required knowledge, skills and abilities.'[2]

Richard W. Burns, Professor of Education, University of Texas, in Educational Technology, November 1972, treated competency as "synonymous with the concept of ability." He explained further that competency is more than behavior.[3]

In 1973, Robert Knott, Educational Development Officer at Mars Hill College, Mars Hill, North Carolina, in an unpublished essay entitled "What Is a Competency-Based Curriculum?" defined competency as "the state of having requisite abilities or qualities."[4]

A competency-based curriculum, which should lead to competency-based education, is, according to Knott, "a set of courses or experiences . . . where the competencies expected of all graduates are agreed upon and defined, and where such courses or experiences are designed to assist the student in becoming competent."[5] He identified and described the three basic elements essential to a competency-based curriculum:

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[2]W. Robert Houston and Robert B. Howsam (eds.), Competency-Based Teacher Education: Progress, Problems, and Prospects (Chicago: Science Research Associates, Inc., 1972), p. 3.

[3]Richard W. Burns, "Behavioral Objectives for Competency-Based Education," Educational Technology, XII (November, 1972), 24.

[4]Robert Knott, "What Is a Competency-Based Curriculum?" Mars Hill, North Carolina: Mars Hill College, 1973, p. 1. (Mimeographed.)

[5]Ibid.

> First, a statement of curricular goals which would take the form of a list of competencies to be acquired for successful completion of the program; second, sets of evaluative criteria for each competency which define the proficiency levels required for successful attainment of each competency; and third, sets of experiences designed to assist the student in attaining the required competencies.[6]

Knott explained further that this competency-based curriculum should lead to an education which emphasizes a set of skills and abilities, together with "a thorough working knowledge of required and relevant subjects," as opposed to the traditional curriculum, which leads to an education based on knowledge alone.[7]

Houston and Howsam defined competency-based instruction (CBI) as

> a simple, straightforward concept with the following central characteristics: (1) specification of learner objectives in behavioral terms; (2) specification of the means for determining whether performance meets the indicated criterion levels; (3) provision for one or more modes of instruction pertinent to the objectives, through which the learning activities may take place; (4) public sharing of the objectives, (5) assessment of the learning experience in terms of competency criteria; and (6) placement on the learner of the accountability for meeting the criteria.[8]

They noted four concepts that are closely related to and commonly associated with CBI, but that are not essential characteristics: "(1) modular packaging; (2) systems approach; (3) educational technology; and (4) guidance and management support."[9]

Good defined competency-based education as education that meets a pre-conceived level or standard of performance. Competency is

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[6]Ibid. [7]Ibid., p. 2.

[8]Houston and Howsam, op. cit., pp. 5-6.

[9]Ibid.

demonstrated through the use of specific behavioral objectives for which these criterion levels of performance have been established. When one has achieved the "ability to apply to practical situations the essential principles and techniques of a particular subject-matter field," he is termed competent.[10]

MEANING AND DEVELOPMENT OF THE ENGLISH MAJOR

The review of the literature pertaining to the meaning and development of the English major reflects the English major on a traditional curriculum, since no materials were available concerning the English major on a competency-based curriculum. Thus, much of the discussion is primarily about the experiences of learning, the focus of the traditional curriculum, rather than the outcomes, the heart of the competency-based curriculum. Only one source, North Carolina State Department of Public Instruction, provided a useful list of competencies needed by the English teacher.

Despite the emphasis on experiences of learning rather than outcomes, the information was helpful in formulating the questionnaire so that the choices available to the respondents could be as comprehensive as necessary. Six general points of view, arranged in chronological order, were assessed: (1) the professional educational and certification organizations, namely the National Council of Teachers of English (NCTE), the Modern Language Association of America (MLA), the American Studies Association (ASA), the College English Association (CEA), and the National Association of State Directors of Teacher Education and

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[10]Good, Dictionary of Education.

Certification (NASDTEC); (2) professional teachers of English; (3) governmental agencies, such as the U.S. Office of Education (USOE) and general federal agencies; (4) educational researcher Dr. Paul L. Dressel; (5) State Department of Public Instruction, Raleigh, North Carolina; and (6) institutional points of view reflected in college catalogs. This portion of the review is particularly detailed because such information was critical to the study.

In the mid-fifties research was begun to study promising English programs in the United States, and it continued for several years as a joint venture of the National Council of Teachers of English (NCTE), the Modern Language Association (MLA), the American Studies Association (ASA), and the College English Association (CEA). Eventually these organizations decided to expand the purpose to include not only the best of today but also the possibilities of tomorrow. Wayne C. Booth, George M. Pullman Professor of English and Dean of the College, University of Chicago, reported the findings concerning the undergraduate program in English departments in an essay in The College Teaching of English. Booth stated that expediency and tradition have long been the major forces that shape all major programs. He found, after reading nearly one hundred college catalogs, that English departments in large numbers were no more than "amorphous assemblages of course numbers, required in such-and-such quantities, taken in any conceivable order, with no reasons given."[11] He further contended that the English major was made up of many subjects:

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[11]Wayne C. Booth, "The Undergraduate Program," The College Teaching of English, eds. J. C. Gerber and others (New York: Appleton-Century rofts, 1965), p. 199.

> English literature, American literature, European literature, classical literature, linguistics, creative writing, speech, journalism, drama, aesthetics, and the history, principles, and practice of rhetoric and literary criticism.[12]

This listing failed to include the almost endless list of interdisciplinary subjects that relate to English. Booth emphasized the need to define the discipline. He recognized that any "effort to include more than a fraction of the 'indispensable' subject matters is . . . absurd."[13] The absurdity lay in the fact that most departments cannot provide instruction in all such subjects, that no student can cope with even the minimum offerings of such a department, and that coverage of subject matter is not synonymous with competency or distinction in English.[14]

Booth emphasized that the English major ought to provide the student not with total content of the discipline, but with "the skills and attitudes that will enable him to fill the gaps when the need arises." He recommended that departments ought to "think about the skills that are really needed by the student of literature and language and then to design programs that will lead every student, regardless of his special field, to develop these skills."[15]

Booth conceded that the field of education is "probably not ready for any national statement of the skills that the departmental programs ought to develop,"[16] but he proceeded to suggest five which he felt would be acceptable:

> To receive a degree from this English department a student must show
> 1. that he can read, without guidance from an instructor, the following kinds of literature:

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[12] Ibid., p. 200. [13] Ibid., p. 202. [14] Ibid.

[15] Ibid. [16] Ibid., p. 203.

a. 'Imaginative' literature: fiction, drama, and poetry. Through the questions on the comprehensive examination testing this ability will be primarily critical rather than historical, students will be expected to deal with works from at least two historical periods before_____.

. . . . . .

b. 'Speculative' works: philosophy, literary criticism, history, linguistics, etc. The student will be tested on his ability to read works that lay claim to validity or truth.

. . . . . .

c. 'Rhetorical' works: orations, political rhetoric, propaganda, etc. The student majoring in English should go beyond elementary self-protection to the level of informed rhetorical analysis, whether of the sustained, imposing appeals found in great speeches or of the more common, often disguised, appeals in modern advertising and newspaper copy.

. . . . . .

2. that he can write effectively. This skill will be tested by the comprehensive examination, the senior thesis, and term papers throughout the major program.

. . . . . .

3. that he can use a library efficiently and honestly to answer questions of fact and to discover what has been said about a given problem. The ability will be tested by the senior thesis, and term papers throughout the major program.

. . . . . .

4. that he can deal critically with historical generalizations about literary periods. Since he cannot realistically be expected to know very much about very many periods, this ability will be tested, in the senior comprehensive, in relation to two (three?) periods only. The student may choose his periods, and they may or may not be the periods in which he has had course work.

. . . . . .

5. that he can handle a variety of critical questions with some degree of maturity. Though he cannot be expected to master critical approaches that give difficulty even to his professors, he can be expected to know the major issues involved in the following: a list of critical problems on which the department chooses to concentrate.[17]

Booth admitted that this list neglected certain skills indispensable to foreign language, structural linguistics, teacher education, journalism, speech, or drama.[18]

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[17]Ibid., pp. 203-5. [18]Ibid., p. 205.

Not long after Booth had prepared his chapter on the status of English programs, the English Teacher Preparation Study was begun jointly by the National Association of State Directors of Teacher Education and Certification (NASDTEC), the National Council of Teachers of English (NCTE), and the Modern Language Association of America (MLA), with the cooperation of Western Michigan University, Kalamazoo, Michigan. Between September 1965 and March 1967, guidelines for the preparation of teachers of English in the secondary and elementary schools were prepared through regional conferences, a national meeting, and consultations and conferences with interested agencies, institutions, and individuals.

While these "guidelines are intended to suggest desirable competencies for teachers of English," they are also valuable measures to colleges and universities which develop and evaluate programs that prepare teachers of English for elementary and secondary schools.[19]

The guidelines point up the responsibility of English departments to develop teacher preparation programs in English, and they recommend that departments of English and of Education cooperate in designing new courses for the preparation of English teachers.

Six major guidelines were listed in this study:

I. The teacher of English at any level should have personal qualities which will contribute to his success as a classroom teacher and should have a broad background in the liberal arts and sciences.

II. A. The program in English for the elementary school teacher should provide a balanced study of language, literature, and composition above the level of Freshman English. In addition, the program should require supervised teaching and English or language arts methods,

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[19]National Council of Teachers of English, "Guidelines for the Preparation of Teachers of English," preprinted for College English (October, 1967), p. 1.

including the teaching of reading, and it should provide for a fifth year of study.

B. The program in English for the secondary school teacher of English should constitute a major so arranged as to provide a balanced study of language, literature, and composition above the level of Freshman English. In addition, the program should require supervised teaching and English methods, including the teaching of reading at the secondary level, and it should provide for a fifth year of study, largely in graduate courses in English and in English education.

C. The teacher of English at any level should consider growth in his profession as a continuing process.

III. The teacher of English at any level should have an understanding and appreciation of a wide body of literature.

IV. The teacher of English at any level should have skill in listening, speaking, reading, and writing, and an understanding of the nature of language and of rhetoric.

V. The teacher of English at any level should have an understanding of the relationship of child and adolescent development to the teaching of English.

VI. The teacher of English at any level should have studied methods of teaching English and have had supervised teaching.[20]

Because the majority of the English-major graduates consulted in this competency-based education research were in the teaching profession, this study was especially valuable in the formulation of the questionnaire.

Another study, sponsored by the NCTE and conducted in the spring of 1967 by a committee under the direction of Thomas W. Wilcox, was The National Survey of Under-graduate Programs in English.[21] This study was reduced and revised in the hardback version The Anatomy of College English (1973), and the chapter "The Major in English" was reviewed for this study.

Wilcox found that as of 1967,

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[20]Ibid., pp. 3-4.

[21]See A Comprehensive Survey of Undergraduate Programs in English in the United States (1970), available in hard-copy or microfiche through NCTE-ERIC (Educational Resources Information Center), Ed-044-442.

> among the many different majors . . . being offered, English is still one of the three most popular on three quarters of the nation's campuses. At one-third of all institutions it is the most popular; at another 20 percent it is the second most popular, and at 22 percent the third.[22]

But he recognized that "the trend away from English and humanities toward more practical disciplines has already begun to affect the major."[23]

Far more women at institutions in the United States choose the English major than men,[24] Wilcox pointed out. But, he continued, "the majority . . . of departments report that their programs for the major attract a representative group, including students of every competence."[25] He also stated that in regard to admission of students to the major in English "it is difficult to identify any special aptitude which is essential to success at the practice of this discipline."[26]

Most departments, Wilcox found, had "block" courses which made up the major, but these blocks or cores were organized in various ways, such as a foundation of survey courses, units of early literature, a block made up entirely of smaller units, or those which allowed almost any combination of courses. The sequence of courses seemed to be significant, but it, too, fluctuated greatly among institutions. This variety in program for the English major, Wilcox concluded, suggested one of two things:

> either departments of English have not faced up to the task of deciding just what constitutes an essential plan of studies for undergraduates who would specialize in their discipline, or that decision cannot be made and that plan cannot be devised because their discipline cannot be defined.[27]

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[22]Thomas W. Wilcox, "The Major in English," The Anatomy of College English (San Francisco: Jossey-Bass Publishers, 1973), p. 129.

[23]Ibid. [24]Ibid. [25]Ibid., p. 130.

[26]Ibid., p. 132. [27]Ibid., p. 133.

Most of the departments, Wilcox reported, prescribed at least part of their program. He showed that

> the percentages of departments requiring courses of each type are as follows: survey (74.8 percent); individual authors (69), usually Shakespeare; American literature (62); linguistics (39); period courses (39); advanced composition (29); British literature before 1600 (38); literary criticism (25.5); genre courses (22.1); other (35.7).[28]

Wilcox found that approximately three-fourths of all departments concurred that "the program for the major should include one or more survey courses, courses in individual authors . . . , and courses in American literature."[29]

"When departments require courses of certain types," Wilcox stated, "they require only one term of each type,"[30] except the survey, which usually requires at least two terms.[31] He further reported that

> most departments do stipulate when the courses they require should be taken; but, except for the survey (which is usually required in the sophomore year), there is little agreement among them as to which courses should be taken when.[32]

Two alternatives to the survey courses suggested by Wilcox and others were a course in masterworks and one in genre.[33]

Wilcox found that the average number of credit hours in English required for the major including freshman English varied as follows: at institutions with the semester calendar, 35 credits; at those with the quarter calendar, 42.1; at those with the trimester calendar, 28.3.[34] Wilcox noted that "over one-third of all departments prescribe a maximum number of courses in English which majors may take."[35]

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[28] Ibid., p. 136. [29] Ibid. [30] Ibid., p. 137. [31] Ibid.
[32] Ibid. [33] Ibid., p. 139. [34] Ibid., p. 140. [35] Ibid., p. 141.

The foreign language requirement for students who major in English still existed in 81.4 percent of all colleges and universities, Wilcox reported, but he felt the number was declining. The most common foreign language requirement, he said, was two years of college work in a single foreign language or its equivalent.[36] He continued that

> most departments justify their requirements on the grounds that familiarity with foreign language will enhance the student's sensitivity to his own language, not on the grounds that he needs to be prepared to read foreign texts in the original.[37]

The issue of the lengthy essay or senior thesis, Wilcox noted, was out of the question for English departments in large colleges and universities. Time and numbers of faculty were simply insufficient. This was in sharp contrast to Booth's philosophy that termed the senior thesis the most important achievement in the major's undergraduate career. Wilcox contended "that many undergraduates . . . are simply not ready to make an extended statement even when they reach their senior year," and that to require this of all English majors would place the brunt of the responsibility on the already overworked faculty.[38]

Wilcox's survey showed that nearly three quarters of the colleges and universities made some provision for independent study. "Only a very few . . . require independent study of all majors, but many encourage them to undertake it,"[39] he explained. He also noted that some institutions reserve independent study for honors students; others have open option. Wilcox cautioned that independent study was not a satisfactory way to alleviate faculty's teaching load; the opposite was usually true.[40] He reported, also, that the success of some independent study programs

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[36] Ibid., p. 143. [37] Ibid. [38] Ibid., p. 144.

[39] Ibid., p. 145. [40] Ibid.

was questioned, and that some departments discovered that very few majors were able to work independently.[41]

Senior seminars, Wilcox found, were required of all seniors majoring in English in only a small number of departments. The primary purpose of the seminars, he stated, was to provide the student with undergraduate experience in intensive or in-depth study.[42]

Wilcox reported that the comprehensive examination, like the senior thesis, was not practical for departments of English in large colleges and universities. Only one-fourth of all departments, Wilcox reported, required the comprehensive examination, and these were primarily the small schools. Those who advocated the examination, Wilcox stated, felt it was valuable because it encouraged or forced students to go beyond the regular course reading to complete their overview of the subject.[43] He noted that many departments felt that the comprehensive examination was not truly comprehensive since no one could be expected to contain "English," and that it did not really test since almost no one ever failed it.[44]

Finally, Wilcox stated that about two-thirds of all colleges and universities offered an honors program as a supplement for the major in English. Large schools, obviously, had greater need for such programs, he pointed out.[45]

Another NCTE sponsored study, Deciding the Future: A Forecast of Responsibilities of Secondary Teachers of English, 1970-2000 A.D., conducted by Edmund J. Farrell in 1969, revealed meaningful directions

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[41]Ibid., p. 146. [42]Ibid. [43]Ibid., p. 149.

[44]Ibid., pp. 150-51. [45]Ibid., p. 151.

about the preparation of teachers of English. Experts in learning theory, educational technology, and secondary curriculum were consulted about their perception of the future English curriculum design. Several generalizations related to the English major were made:

1. The curriculum in English will be more flexible, its objectives and means of evaluation more clearly defined, its emphasis more upon process than upon content.
2. Students will have numerous opportunities for individualized instruction.

. . . . . .

5. The present split between affective and cognitive modes of learning will diminish.
6. Greater variety will be found in both content and the organization of literature programs.
7. Language study will be broadened in the curriculum and students' uses of language better appreciated by teachers.
8. More attention will be paid to processes underlying written and oral communication.
9. Multi-media, multi-sensory learning will receive greater emphasis than does print.[46]

In March 1973, John Kinnard, Associate Professor of English at the University of Maryland, put forth a professional point of view of the English teachers' curriculum. This survey was made at the Educational Testing Service at Rider College in Trenton, New Jersey, during the annual reading of Advanced Placement examinations (in June 1971, approximately four years after the Wilcox survey). Over one hundred teachers from colleges and universities throughout the nation had assembled to evaluate AP examinations, and these teachers served as respondents to Kinnard's questionnaire to determine recent developments in departments of English in colleges and universities from every major region of the country.

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[46]Edmund J. Farrell, Deciding the Future: A Forecast of Responsibilities of Secondary Teachers of English, 1970-2000 A.D., NCTE Research Report No. 12 (Urbana, Illinois: National Council of Teachers of English, 1971), pp. 154-158.

Kinnard conceded that his study was not "a 'survey' in the scientific sense," but some of his conclusions were helpful to this researcher in understanding the development of the English major. Kinnard sought to determine the "climate of change" concerning the English curriculum. More specifically, he wanted to learn "what kinds of change appear together, and what kinds of attitude accompany what kinds of change."[47]

In viewing the "climate of change," Kinnard reported that his findings agreed with those of Wilcox, that change within the English curriculum included "considerable experimentation, much permissiveness in options, and widespread reduction of requirements, but no 'large curricular reforms' and, in general, only 'minor adjustments' within traditional programs."[48] However, Kinnard found "considerably more diversification and peripheral innovation--more new courses, new kinds of courses, and new teaching methods and assumptions--than Professor Wilcox seems to have anticipated."[49]

Kinnard described the undergraduate English curriculum of 1971 as one "in a state of predicament."[50] He stated, however, that the responsibility for improvement lay not with society but with the profession itself.[51] He divided his study into three areas: administrative context of changes in English programs of 1971, the changes themselves, and the student and faculty attitudes both as causes or deterrents of change and as responses to change.

Concerning administrative context of changes in English programs at that time, Kinnard interpreted his data as meaning that "English is

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[47] John Kinnard, "What's Happening to the English Curriculum: A Survey and Some Reflections," College English, XXXIV (March, 1973), 757.

[48] Ibid., pp. 757-58. [49] Ibid., p. 758. [50] Ibid. [51] Ibid., p. 759.

no longer prospering in the student marketplace," that "it seems clear that there is some decline in demand for the English major."[52]

Relative to the course changes themselves, Kinnard found that

> the trend away from prescriptive programming is not nearly so universal or so sweeping in its [outward] effects . . . as it has been in some quarters assumed to be. The norm for the major would seem to remain a program of from eight to ten upper-level courses, or the equivalent of 24 to 30 semester hours . . . . In most cases the standard requirements--distribution over historical periods, a course or courses in one, usually two, of the three major figures Chaucer, Shakespeare, Milton--survived.[53]

Kinnard reported that the 'Survey of English Literature from Beginning to the Present' was still offered at more than half of the institutions, though only one-fourth of the departments still required it for the major. In the one-fourth of the institutions which had made the survey course elective, 57 percent of the students elected not to take the course. Kinnard concluded from this that "if given the option to do so, most prospective majors will avoid taking a course which was once a standard pre-requisite for upper-level studies."[54]

Kinnard found that requirements in courses for major British writers had been reduced. Fewer than one-fifth of the respondents reported a course requirement in Chaucer; fewer than one-twelfth, a course in Milton; and only two-thirds of the departments required a course in Shakespeare. No provision was made to show the number of departments requiring a course in any one or two of the three major figures. When given a choice, "the average number of majors electing a course in Chaucer is 27%; Shakespeare, 75%; Milton, 22%."[55]

Another conclusion Kinnard made concerning courses was that while many new ones were being offered, for the most part traditional courses

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[52] Ibid., p. 760. [53] Ibid. [54] Ibid. [55] Ibid., p. 761.

were not being dropped. He found that "while most additions reflect new departures in subject matter, more important in the long view may be those courses which show a change less in content than in method or organization." Examples of these kinds of changes included freshman seminars, 'topics sections,' works in context courses, interdisciplinary and multidisciplinary courses. Some popular examples of the 'special topics' or 'open' courses included "Alienation, Mysticism, Satanism, Black Literature, Literature of Ethnic Minorities (other than Black, or including more than Black), Women in Literature, and Film."[56]

In the third area of his study, student tastes and attitudes, Kinnard found that Shakespeare courses were by far the most popular of all English courses offered. Popular general categories included Modern Literature, such as Twentieth-Century American, Modern Novel, and Modern Poetry; Film; and Romantic Literature. Modern American Literature was more popular than Modern British Literature.[57]

Kinnard found that the list of courses which held the least appeal for the students included the following period courses: Eighteenth-Century, Medieval Period, and Old English Literature. A significant distaste for literary criticism was also reflected.[58]

Kinnard found that student involvement in the English curriculum was reflected largely indirectly in "the greater expansion and diversification of course offerings."[59] He concluded that the scope of any direct student power "to initiate and determine change . . ." was weak.[60]

Relative to the general attitude of the responding professors

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[56]Ibid. [57]Ibid., p. 762. [58]Ibid.

[59]Ibid., p. 763. [60]Ibid., pp. 762-63.

toward the changes in English curriculum as reflected in the questionnaire, Kinnard concluded that while the majority of the professors indicated a 'positive' attitude toward reform, they were not truly reform-minded, for their concept of reform as inferred from their answers was, in his judgment, modest indeed.[61] The 'negative' respondents offered, perhaps, more hope for genuine reform. They objected to "the 'proliferation' of courses, the lack of 'direction' in the English major, and the degeneration of standards . . . ." One recommended "a 'radical redefinition' of what the teaching of English is all about."[62]

Kinnard stated that changes in the English curriculum needed to come from the center of the discipline, not from the fringes or external pressures.[63] He pointed out that "for more directly economic reasons, the diversification of English has been, and may continue to be, a necessary strategy of survival."[64] He cautioned that one should not "confuse the necessity for diversification with 'diversity' as an educational value."[65] He continued that "there is certainly nothing wrong with a variety of course offerings; generally speaking, the more varied a curriculum is, the better; but obviously it is not better merely because it is diversified."[66] Kinnard recommended that a meaningful interrelationship of courses be established and that the 'specialism' of the professor should not be allowed to distort the continuity of the English curriculum. He recognized the fact that perhaps any conceivable continuity for English studies today may be arbitrary and artificial, but he stressed the value of providing

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[61] Ibid., p. 763. [62] Ibid., p. 764. [63] Ibid.
[64] Ibid., p. 765. [65] Ibid. [66] Ibid.

> a curriculum which will afford to the student some sense of an end-in-view, of participating in all his English courses in an on-going process of learning, and thereby of measuring, with reference to an end that he shares with his fellows in a chosen community of effort, his progress toward his own goals in life, whatever they may be.[67]

Kinnard opposed the concept of a 'core' principle or 'body of knowledge' in the English curriculum on the basis of the expanded boundaries of literature and man's increased knowledge of it. He concluded that the 'historical' concept on a reorganized basis provided the greatest semblance of continuity for the English curriculum. He illustrated the principle, which he called '<u>perspective</u> continuity,' by explaining that the traditional period distinctions could be kept intact but that they be reoriented and regrouped in an 'overarching continuum,' of five historical divisions with seven or eight period courses designed as sub-units or separable entities. He explained that such organization would allow the student to envision the literature of his own time in relationship to the literature from other periods.[68]

To define literature is a difficult task, Kinnard admitted. He recognized that

> the most we can honestly insist upon is that the student recognize from the start that the study of literature has historical and trans-historical perspectives, between which there is no self-evident correlation; and that within these two basic kinds of inquiry are still other distinct perspectives (aesthetic, linguistic, biographical, sociological, etc.), none of which can claim priority and among which the student should be free to choose according to the bias of his own attitudes and aptitudes.[69]

Kinnard proposed a model curriculum

> which prescribes, not specific courses or a certain distribution of courses, but a balance of courses from both the historical and the trans-historical perspectives--the one limitation on this freedom being observance of the principle that the

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[67]Ibid., p. 767. [68]Ibid., pp. 768-69. [69]Ibid., p. 770.

> student's choices be continuously progressive, that each course chosen represent an advance (i.e., in a way which would not merely amplify or extend in a single direction the knowledge or skills gained in a previous course) toward the better understanding of the transcendent questions of the discipline.[70]

Finally, Kinnard recognized the grading system as a critical issue relevant to the discontinuous curriculum. He acknowledged the importance of enforcing standards of achievement but warned of their dangers when they are conceived apart from the programmatic purposes.[71]

A governmental view of the importance of the English curriculum came in January, 1973, from George H. Henry, Professor of Education and English, Emeritus, at the University of Delaware. As an outgrowth of the Civil Rights Act of 1964, the U.S. Office of Education conducted a survey concerning the lack of availability of equal educational opportunities. In 1966, two years later, the results were published in the Equality of Educational Opportunity Report, later to be called the Coleman Report. In 1972, an analysis and interpretation of the Report, derived from the Harvard University Faculty Seminar on the Coleman Report and edited by Frederick Mosteller and Daniel P. Moynihan, came out, appraising the Coleman Report as 'the most powerful empirical critique of the myths (the unquestioned basic assumptions, the socially received beliefs) of American education ever produced.'[72] The significance of this report, as it relates to the search for the meaning of competency for the English major and as interpreted by Mosteller and Moynihan and reported by Henry, is that evidence showed that "quality education and compensatory education plus integration--all put together do not strongly

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[70]Ibid., pp. 770-71. [71]Ibid., p. 771.

[72]George H. Henry, "English Education and the American Dream," English Journal, LXII (January, 1973), 23-24.

influence achievement--in English."[73]

According to Henry, the Coleman Report had been a warning to professional educators, especially those in English education, ". . . of the possibility that schooling, more and more of it--more money, more curriculum revision, more teachers--is not as effective as the century-old American Dream has tenaciously hoped from it."[74]

Henry pointed out that if one accepts that

> for the most part the Report is true, that social class educates as much as schooling as now conceived--as for instance, as English is now conceived--the challenge is, In what way can English (as a course?) have an impact on students as significant as family or class?[75]

On the other hand, Henry warned that if one assumes

> that the Report is only partially true, the findings should still send English education into a more radical, soul-searching kind of thinking than the controversy over behavioral objectives or career education or the open classroom. It puts English education into the real revolution, not the academic one of the 'new' English.[76]

In light of the Report and the analysis, Henry charged that "English education is falling apart, splintering into other courses--mass media, reading, humanities--each of which is a sign of a failure in English education."[77] He contended "that English is utterly unlike mathematics and science as a discipline and cannot be chopped up into mechanical daily schedules and into computerized report cards without violating its nature as a study."[78]

Henry charged English educators with the challenge to re-examine English education with the fact in mind that "the greatest single factor in student achievement in language is . . . the social class of the

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[73]Ibid., p. 24. [74]Ibid. [75]Ibid., p. 25.

[76]Ibid. [77]Ibid., pp. 25-26. [78]Ibid., p. 26.

student's classmates and the verbal level of the family." He accused English education as being "preoccupied with methods, curriculum, behaviorism, spontaneity, modules, and differentiated teaching . . . ."[79]

Finally, Henry berated the English profession with the charge that it "has not seriously tried to cope with social class--in fact, has helped to perpetuate it."[80] He concluded that

> English teachers, because of being English department trained, seldom realize that the learning of language is not solely a cognitive act but an active, experiential, organic participation in it with people who matter and who care.[81]

A second governmental point of view concerning the English curriculum, and one in a somewhat different tone, came in September 1973, from Linwood E. Orange, University of Southern Mississippi, in his essay "English as a Pre-Federal Service Major." He listed ten attributes of the English major in order of importance to federal employers. The percentages shown are the average numerical ratings on a ten-to-one scale, one being of very little importance and ten of greatest importance.

1. Ability to continue to learn or to be trained (9.08)
2. Ability to analyze, interpret, reorganize, and rephrase material (8.44)
3. Ability to handle paperwork with grammatical accuracy, conciseness, and clarity (8.36)
4. Ability to prepare well-documented reports (7.88)
5. Ability to edit or rewrite material that has been prepared by technical personnel (6.92)
6. Ability to present an argument or to debate logically, succinctly, and clearly (6.20)
7. Originality and creativity in making use of research materials (6.16)
8. Ability to speak well in public (5.35)
9. Proficiency in a language other than English (2.40)[82]

Orange summarized his findings by saying that

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[79]Ibid. [80]Ibid., p. 27. [81]Ibid., p. 28.

[82]Linwood E. Orange, "English as a Pre-Federal Service Major," Bulletin of the Association of Departments of English, September 1973, p. 50.

> Federal employers, like their counterparts in private industry, have a well-defined preference for applicants who can write English in a clear, concise, logical, and interesting manner, who have oral mastery of the language, and, above all, who have the capacity to absorb quickly, understand, and retain additional instruction.[83]

Another point of view of the English discipline, that of the Educational Researcher, was provided by Paul L. Dressel, Assistant Provost and Director of Institutional Research at Michigan State University. In addition to his many professional activities, he serves as consultant to numerous colleges and universities on problems of research and curriculum development. In College and University Curriculum (1971), he noted that the problems resulting from a lack of definition of the English discipline and from the variable approaches to literature lead to a proliferation of courses which in turn creates "almost insoluble problems of coverage and sequence."[84]

As a solution to the dilemma of course requirements vs. student choice, Dressel recommended that the answer rests in the

> formulation of a clear conception of desired competencies, and by the development of one or more sequences of courses and requirements (perhaps reinforced by a senior seminar or comprehensive examination) that will achieve those competencies.[85]

Dressel strongly recommended that the requirement of freshman English be dropped, that

> the responsibility for spelling, punctuation, and elementary grammar . . . be returned to the elementary and secondary schools, [and] that the importance of writing itself . . . be emphasized in all the disciplines the student studies . . . . The importance of writing, both as a means of communication and

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[83]Ibid.

[84]Paul L. Dressel, College and University Curriculum (2d ed.; Berkeley, California: McCutchan Publishing Corporation, 1971), p. 115.

[85]Ibid., p. 116.

as a means of learning, must be impressed upon the student by the concerted effort of the entire faculty.[86]

A fifth point of view, and the only one which dealt precisely with competencies, was that of the State Department of Public Instruction, Raleigh, North Carolina, which in October, 1971, prepared a description of its teacher-preparation program. The second of its three parts provided the following comprehensive list of competencies needed by the English teacher:

Competencies Needed by the English Teacher to Achieve Program Objectives

Competencies needed by the teacher in language:

A. A detailed understanding of how language functions, including knowledge of the principles of semantics
B. A knowledge of the history of the English language and its phonetic, morphological, and syntactic changes
C. A thorough understanding of at least two grammatical systems, one being transformational-generative
D. A thorough knowledge of levels of usage; some knowledge of the varieties of English dialects; the cultural implications of both
E. An understanding of the role of non-verbal language; for example, still and moving pictures, body language or kinesics, and sounds
F. An understanding of language development for all age groups

Competencies needed by the teacher in literature:

A. An understanding of works of major British and American authors
B. An understanding of the characteristics of the various genres
C. An understanding of significant works of foreign literature in translation
D. An understanding of the different critical theories and approaches to literary criticism
E. An understanding of writing especially appropriate for children and adolescents
F. An understanding of works presented through non-print media
G. An ability to make an independent evaluation of a work of literature

Competencies needed by the teacher in composition:

A. An understanding of the principles and theories of rhetoric

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[86] Ibid.

B. An understanding of the process of composition both in verbal and non-verbal terms
C. An ability to analyze critically all forms of oral and written composition

Competencies needed by the teacher in skill areas:

A. An understanding of the skills involved in the reading process and the factors affecting reading and the ability to utilize that understanding in teaching
B. An ability to demonstrate competency in the expository aspects of both oral and written communication and in relating these to creative writing and to other forms of expression such as painting, music, pantomime, puppetry, creative dramatics and film-making
C. An understanding of the skills involved in non-verbal language communication
D. An ability to use the knowledge of language and language learning to develop students' abilities to listen critically

Competencies needed by the teacher in methodology:

A. An understanding of the purposes and goals of English instruction in the schools
B. An ability to prepare and analyze units of instruction, individual lessons, instructional materials, and instruments of measurement
C. An ability to appraise the development and effectiveness of courses of study
D. An ability to create or find, evaluate, and use significant instructional materials from various media: Texts, films, kinescopes, audio tapes, video tapes, records, slides, and programmed materials
E. An ability to integrate all aspects of the language arts with one another and with other subjects in the curriculum
F. An understanding of the techniques, possibilities, and limitations of testing and of grouping students by interest, aptitude, achievement and task
G. An ability to recognize students who have the kinds of differences or disabilities in the language skills which should be referred to specialists
H. An ability to use appropriate methods to improve the reading abilities of students at various levels of achievement and with various rates of progress[87]

And finally, a personal examination of the 1973 catalogs from fifty liberal arts colleges revealed conclusions concerning the required

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[87]Division of Teacher Education, "English Teacher Preparation Program" (Raleigh, North Carolina: State Department of Public Instruction, 1971), pp. 1-2. (Mimeographed.)

course offerings and the numbers of credits required for the English major much the same as those of the Wilcox survey. Variations in course titles, sequence, and required hours for the major still prevail.

The trend toward fewer required courses seemed to continue. For example, the foreign language requirement of one to two years or the equivalent existed in only 58 percent of the institutions. The survey courses were required in only 43 percent, a Shakespeare course in 52, and Advanced Composition in 22. Three areas which suggested an upward trend were the combined offerings of Grammar and/or Linguistics, 42 percent; History and Structure of the English Language, 33; and World Literature, 21. This increase may be a result of changes in teaching certification requirements.

The number of hours required for the English major largely agreed with the findings of Wilcox, varying from 26 semester hours, to 42 semester hours, to 48 quarter hours.

SUMMARY

The review of the literature has revealed that while the subject "competency-based education" is relatively new, it apparently offers real promise by emphasizing the kind of education in which the individual acquires the skills, values, attitudes, and knowledge essential for successful performance. This kind of education is a product of a competency-based curriculum, which should have three basic elements: the statement of curricular goals stated as competencies required for successful completion of the program, sets of evaluative criteria which define the proficiency levels required for successful attainment of each competency, and sets of experiences designed to assist the learner in achieving the required competencies.

The literature concerning the meaning and development of the English major was closely related to the meaning of competency-based education. Many studies and recommendations have been made by a variety of groups and individuals with differing points of view, but they concurred largely on the direction the English major of the future should take. Most authorities agreed that there is a need for skills, attitudes, and values to be emphasized along with knowledge. They see a new emphasis being placed on "what the graduate can do," instead of "what the graduate knows." Phrases like "desirable competencies for teachers of English" are being used frequently.

Most sources agreed that if the English major is to survive, and they fully expect it to, it must be made more practical to the needs of the economic world. It must be more flexible, offering numerous opportunities for individualized instruction. The organization and content must have greater variety. It must pay greater attention to processes underlying written and oral communication, and a greater variety of language levels must be understood and accepted. The multi-media and multi-sensory learning will be emphasized more than the printed word. The most promising solution recommended to shape the English major to meet these needs was the formulation of a clear concept of desired competencies to be met by the learner.

A strong charge was made against the role of English in the traditional curriculum, as a result of a study sponsored by the USOE. The conclusion was that social class educates as much as English does, and that the combined forces of quality education, compensatory education, and integration, do not strongly influence achievement in English.

CHAPTER 3

METHODOLOGY FOR COLLECTION OF DATA

The chapter on methodology is divided into four parts: (1) the selection of the contacts, (2) the design of the questionnaire, (3) the collection of the data, and (4) a summary.

SELECTION OF CONTACTS

To begin the research project of consulting practitioners who were English-major graduates from liberal arts colleges as to their perception of the meaning of the English major, first, the number and the geographical distribution of the colleges to be consulted for names had to be determined. A wide distribution of institutions was desired to provide data that would reflect national scope. Therefore, a stratified random sampling was made, using the regions of the six Accrediting Agencies of Higher Education[1] as an initial basis of selection. These regions were to be maintained as a basis for comparison; however, the distribution of responses was such that in the final analysis four arbitrary regions were used instead.

In the initial selection of institutions, the names of all private and public co-educational liberal arts colleges as listed in

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[1] American Council on Education, Accredited Institutions of Higher Education, September 1968 (Washington, D.C.: Federation of Regional Accrediting Commissions of Higher Education, 1968), pp. vii.

Accredited Institutions of Higher Education 1972-73 were grouped by states within the regions. Because of the possibility of problems in mail service to foreign countries and parts of the United States beyond the mainland, only the forty-eight contiguous states were considered. Six states were chosen randomly from each region, except in the Western Region, which included only California, since Guam and Hawaii were excluded. In the Northwest Region, only five states were represented, because Wyoming had no four-year liberal arts colleges listed.

From the list of institutions in each of the selected states, the name of one college was drawn on a stratified random basis. In the two regions having fewer than six states represented, more than one institution was chosen from one or more states. In an effort to exclude biases, care was taken to include three private liberal arts colleges and three public liberal arts colleges from each region. The combined total of the six institutions from the six regions meant thirty-six colleges. Because the North Central Region is so large (twenty states), ten additional colleges were selected from it on the same basis, for a combined total of forty-six institutions.

With the list of institutions completed, the procedure of acquiring the names of English-major graduates was begun. Recent graduates were chosen because they were thought to provide more reliable data because their knowledge, skills, attitudes, and values would more likely reflect the influence of the English major. In addition, such a limitation might keep any problems concerning availability and accuracy of addresses to a minimum. Some time distribution, however, was desired to provide variety in vocation; therefore, the following

graduation dates were selected: 1968, 1970, and 1972. Later, as lists of graduates were received from English Departments and Alumni Offices, the dates were expanded to 1968-69, 1970-71, and 1972-73. This change was necessary because many institutions included graduates from the intervening years, since they did not have the requested number of English-major graduates from the years 1968, 1970, and 1972.

Once the time distribution had been made, the next step was to decide the number of graduates needed from each year. In an effort to assure a meaningful number of individual responses from each year and from each institution once the questionnaires were mailed, and at the same time to avoid excessive clerical work on the part of the participating institutions, the number "five" was selected.

On August 27, 1973, letters, together with an English-Major Graduate Form (see Appendix A), were sent to the English Department chairman in each of the forty-six institutions, explaining the purpose of the study and requesting the names, addresses, and vocations of fifteen English-major graduates, five from each of the three chosen years. A listing of graduates with a wide variety of vocations was sought. Some institutions were able to give complete lists; others, only partial listings. Several indicated a keen interest in the study and requested a follow-up of the results. Many did not respond; and to those institutions, new letters (see Appendix B), together with the same form, were sent on September 7, 1973, to the Alumni Director requesting the same information. The response here was better. The combined efforts brought 24 usable lists: 13 from private colleges, 11 from public institutions. Nine were complete; 15 provided only partial listings. A total of 248 names and addresses were received:

89 from the 1972-73 group; 84, 1970-71; and 75, 1968-69. Of these, 157 were from private colleges; 91 were from public institutions (see Table 1).

TABLE 1

NUMBER OF ENGLISH-MAJOR CONTACTS USED IN THE INITIAL EFFORT TO COLLECT DATA AND GROUPED BY TYPE OF INSTITUTION

Dates of Graduation	1972-73	1970-71	1968-69	total
Public Institutions	29	33	29	91
Private Institutions	60	51	46	157
Totals	89	84	75	248

Institutions from fifteen states representing all six accrediting regions responded: Middle States--Delaware; New England--New Hampshire, Rhode Island, Vermont; North Central--Arizona, Indiana, Iowa, Kansas, Michigan, Nebraska; Northwest--Oregon; Southern--Louisiana, Mississippi, Texas; and Western--California (see Table 2).

TABLE 2

STATES BY REGIONAL ACCREDITING AGENCIES REPRESENTING INITIAL RESPONSES FOR LISTS OF ENGLISH-MAJOR GRADUATES

Middle States	New England	North Central	Northwest	Southern	Western
Delaware	New Hampshire Rhode Island Vermont	Arizona Indiana Iowa Kansas Michigan Nebraska	Oregon	Louisiana Mississippi Texas	California

For the pre-test, six Sterling College graduates, one for each of the six years 1968-1973, were chosen as contacts for their variety in

vocation: a teacher of secondary English, a graduate student, a free-lance writer, a secretary, an elementary teacher, and a librarian.

DESIGN OF QUESTIONNAIRE

While the lists of names and addresses were arriving, the task of formulating the questionnaire was begun. The extensive review of the literature provided enormous help concerning the traditional curriculum: i.e., the broad content areas, the organization of courses, the required course titles, the number of required courses for a major, and the sequence of courses. It also provided insight as to the current curricular trends and innovations as related to the needs of the learner. Attitudes--likes and dislikes--of students were reflected in the review of literature. All of these points were factors that helped shape the questionnaire.

To encompass knowledge, skills, attitudes, and values, all a part of competency-based education, the questionnaire was divided into two broad areas: cognitive learning, which places the primary emphasis on the mental or intellectual processes of the learner, and affective learning, which emphasizes the attitudes, emotions, and values of the learner.

The cognitive area, which was to be largely responsible for knowledge and skills, was divided into five major categories common to the subject of English: (1) literature, (2) verbal (oral and written) communication, (3) linguistics, (4) criticism, and (5) education. The affective area, emphasizing attitudes and values, had no broad subdivisions.

The subject headings under the five cognitive categories were

chosen largely on the basis of the traditional curriculum content together with other subjects suggested by new trends reflected in the review of the literature. These sources included professional educational organizations (NCTE, MLA, ASA, and CDA); one professional certification organization (NASDTEC); professional teachers of English; one government agency (USOE); educational researcher Dr. Paul L. Dressel; the State Department of Public Instruction, Raleigh, North Carolina; and institutional points of view as reflected in catalogs. Textbooks and course syllabi were also used to help provide a beginning list of suggestions for specific content. Teachers, librarians, secretaries, writers, and graduate students were invited to submit lists of subject areas they considered essential. Once a broad list of possible subject headings was conceived, practitioners, professors, and undergraduate students were interviewed for their recommendations as to which headings should be included in the final questionnaire. The aim was to provide everything related to the subject English that might possibly be considered essential by any English graduate, regardless of vocation. With such breadth, the practitioner could be selective in his choices. Oral communication was included because much of the research indicated its importance to the English major.

The choices for subject headings in the affective area were made in a similar fashion, although this section did not have similar broad categories. Only the subject headings were used. Many of the recommendations reflected in the review of the literature provided suggestions for possible subject headings; e.g., "read for his own enjoyment," "gain insight into himself and the world around him," "develop the habit of reading beyond the classroom," all of which are from the NCTE

"Guidelines for English Teacher Preparation." The list of competencies for the English teacher, from the State Department at Raleigh, North Carolina, served as an especially useful basis in deriving some of the subject areas for this division. Once a broad list of possible subject headings was conceived, the method used in the cognitive area was applied here to determine which of these headings should be included in the questionnaire. The subject headings chosen by a majority of those interviewed were included in the final instrument.

All subject headings in both areas were assigned equal value. Although some subject headings had sub-divisions, these sub-divisions were considered of the same importance as major subject headings. The subject heading "other" was listed under each letter division except those where personal choices were not anticipated.

The taxonomies of educational objectives as defined by Benjamin S. Bloom, David R. Krathwohl, and Bertram B. Masia,[2] were used to allow in part for the levels of learning. Some items were worded so that the lowest level possible was analysis, synthesis, or even evaluation. Bloom's language of levels "one" in both cognitive and affective learning, "knowledge" and "awareness," were used to formulate a common wording of the subject headings in both categories.

As the questionnaire took form, it was apparent that the definitions of the levels of learning must be given. In addition,

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[2]Benjamin S. Bloom (ed.), Taxonomy of Educational Objectives: The Classification of Educational Goals Handbook I: Cognitive Domain (New York: Longmans, Green and Company, 1956), pp. 201-207; see also David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia, Taxonomy of Educational Objectives: The Classification of Educational Goals Handbook II: Affective Domain (New York: David McKay Company, Inc., 1964), pp. 176-185.

simple yet clear directions were written to instruct the respondent as to how to complete the questionnaire.

Finally, the heading was designed to provide the researcher with adequate information to establish any relationship she might desire; e.g., the date of graduation was necessary to determine if date of graduation had any bearing on answers. The final copy was typed and reduced in size to fit two 8½" x 11" size sheets on front and back (see Appendix C).

COLLECTION OF DATA

Once the questionnaire had been formulated, a pre-test was done to determine the workability of the questionnaire. On October 15, 1973, the questionnaire, together with a pre-test cover letter (see Appendix D) explaining the purpose and importance of the study, was mailed to the six contacts chosen for the pre-test. Only three responded: the teacher of secondary English, the graduate student, and the free-lance writer. All three indicated that they had had no difficulty in understanding the letter or questionnaire, but they did express the judgment that completing the questionnaire took considerable time and thought. This reaction was anticipated. Because they made no recommendations for changes in the questionnaire, it was accepted as the instrument to be used in the primary study.

On November 15, 1973, copies of the questionnaire and the primary cover letter (see Appendix E) were sent to each of the 248 English-major graduates across the United States mainland. Responses were slow; and by December 10, 1973, a follow-up letter (see Appendix F), emphasizing the importance of the practitioner's contribution to the success of the study,

was mailed to the 194 graduates who had not responded and whose addresses apparently were correct. This letter brought improved response. By January 30, 1974, 69 more completed questionnaires had been received, for a total of 102, representing twenty institutions (see Appendix G), an adequate number to provide a basis for a reliable answer to the question under study.

In addition to the 21 questionnaires returned because of incorrect addresses, 9 more were returned by the contacts unanswered, leaving 116 questionnaires unacknowledged. Three of the rejected questionnaires were returned by people who were not English majors. One was left blank because "I ain't teachen english--just went to [college omitted] fer da hell of ut." One was unanswered because "English has nothing to do with what I am doing today [teaching third grade]." Another explanation was that "I do not believe it is possible to answer your questionnaire as you would like it done." One individual ". . . had great difficulty understanding what you [researcher] really wanted your contacts to help you with." This respondent chose, instead, to write a detailed list of her philosophies about the English-major curriculum. Another respondent wrote, "I find it impossible to complete your questionnaire. I am not sure that I can even comprehend it . . . in any meaningful way." She, too, elected to express her concept of the "vision of the English-major graduate" in a detailed letter.

Graduates from institutions from all fifteen states responded; thus all six accrediting regions were represented. However, because some regions did not have an adequate representation for a valid analysis, the following arbitrary assignment of states to four broader regions was made: West--Arizona, California, Oregon; East--Delaware,

New Hampshire, Rhode Island, Vermont, South--Louisiana, Mississippi, Texas; and Central--Indiana, Iowa, Kansas, Michigan, Nebraska (see Table 3).

TABLE 3

STATES ASSIGNED TO ARBITRARY GEOGRAPHICAL REGIONS

West	East	South	Central
Arizona	Delaware	Louisiana	Indiana
California	New Hampshire	Mississippi	Iowa
Oregon	Rhode Island	Texas	Kansas
	Vermont		Michigan
			Nebraska

Of the 102 completed questionnaires returned, 46 were from graduates of public institutions; 56 were from graduates of private colleges. These responses fell into the geographical regions as follows: West--8 public, 9 private; East--7 public, 8 private; South--7 public, 9 private; and Central--24 public, 30 private (see Table 4).

TABLE 4

NUMBERS OF RESPONDENTS BY GEOGRAPHICAL REGION AND TYPE OF INSTITUTION

	West	East	South	Central	Total
Public Institution	8	7	7	24	46
Private Institution	9	8	9	30	56
Total	17	15	16	54	102

SUMMARY

The methodology encompassed three steps. The first, selecting the contacts for the study, was done on a stratified random basis. The original distribution began with an equal number of public and private

liberal arts colleges spread throughout the geographical regions assigned to the six Accrediting Agencies of Higher Education for a total of 46 institutions. Heads of English departments and Alumni Officers were asked to submit names and addresses of English-major graduates from the years 1968, 1970, and 1972, and with varied vocations. Only 24 institutions complied; some, with complete listings; others, with only partial lists. Some included graduates from the intervening years 1969, 1971, and 1973. A total of 248 names and addresses--91 from public institutions, 157 from private colleges--representing all six years 1968-73, became the basic list of contacts. In addition, six Sterling College graduates, chosen on the same basis, were selected for the pre-test.

The second step was designing the instrument. The questionnaire was formulated to accommodate both cognitive and affective learning and to allow for choice in levels of learning. The cognitive learning area was divided first into five content categories: literature, verbal communication, linguistics, criticism, and education; and second, into subject headings. The affective learning area was divided only into subject headings. All subject headings were chosen largely on the basis of the evidence reflected in the review of the literature, with some suggestions being obtained from textbooks and syllabi. Contributions were also made by practitioners, professors, staff, and undergraduate students. All subject headings in both areas were assigned equal value, with options for individual choice in levels of learning given by using the basic levels of Bloom, Krathwohl, and Masia's taxonomies. Definitions of the different cognitive and affective learning levels were also given, and instructions for completing the questionnaire were provided.

The third step of the methodology was collecting the data. The pre-test was begun October 15, 1973, and was completed November 10, 1973. No changes in the questionnaire were required. Collecting the data for the primary study was begun on November 15, 1973, and was completed January 30, 1974. One hundred two completed questionnaires, representing 20 institutions, were returned. Forty-six of these came from graduates of public institutions; and 56, from graduates of private colleges. The remaining 146 contacts were accounted for in the following manner: 21 were returned for incorrect address; 9 were returned incompleted; and 116 were not acknowledged in any manner. The 15 states represented by respondents were arbitrarily assigned to 4 regions--West, East, South, and Central--so that an analysis could be made to determine any possible differences in the meaning of the English major as perceived by practitioners from different areas.

CHAPTER 4

ANALYSIS OF THE DATA

The fourth chapter, Analysis of the Data, is divided into three parts: (1) questionnaire data, (2) personal letter data, and (3) a summary of the data.

QUESTIONNAIRE DATA

The questionnaire data are explained in two parts: (1) the eight questions to be answered by the data are stated, and (2) the answers to the eight questions are provided.

Questions

When one hundred two questionnaires had been returned, the data were processed so that the results could be analyzed in relationship to competencies for the English major. Answers to the following questions were sought:

1. Which common subject areas did the respondents collectively select as essential?

2. What were the minimum levels of learning selected by the respondents as essential for each of the common subject areas?

3. What were the subject areas and their corresponding levels of learning indicated as essential to any given vocation that were not designated essential by the collective responses?

4. What were the subject areas indicated as unnecessary to any

given vocation that were designated essential by the collective responses?

5. Did date of graduation reflect any trends in relationship to the overall choice of subject area and/or minimum level of learning?

6. Did geographical region reflect any trends in relationship to the overall choice of subject area and/or minimum level of learning?

7. Did type of institution, public or private, reflect any trends in relationship to the overall choice of subject area and/or minimum level of learning?

8. Were the responses reliable as evidenced by consistency in the following cognitive items? Romanticism (I, F, R) and Coleridge (I, A, 20); Transcendentalism (I, G, 4) and Emerson (I, B, 15); Classical Rhetoric (II, A, 1) and Aristotle (I, C, 7); and Composition Skills (V, F, 1) and Composition Characteristics (II, d)?

Answers

The eight questions are answered in three groupings. Questions 1, 2, 3, and 4 are combined because they all pertain to the selection of the essential subject areas and the minimum levels of learning. Questions 5, 6, and 7 are answered together because they are all related to trends and directions of specific factors in relationship to overall choice of subject area and/or minimum levels of learning. Question 8 is answered singly because it deals with an individual subject, reliability.

Subject areas and levels of learning. Questions 1 and 2 asked: What common subject areas were selected collectively as essential and what were the minimum levels of learning selected? Question 3 sought the following: What were the subject areas and their corresponding

levels of learning indicated as essential to any given vocation that were not designated essential by the collective responses? And question 4 asked: What were the subject areas indicated as unnecessary to any given vocation that were designated essential by the collective responses?

For a subject to be considered essential, it had to receive a minimum of 66 percent of the 102 possible responses. The minimum level of learning was assigned by the median calculated from all responses for each subject area, including negative responses. All fractional portions were dropped. In determining answers to questions 3 and 4, because all medians were calculated in round numbers, no variations were noted unless the level of learning indicated by vocation varied more than one level from the median set by the composite results.

Data from respondents of six vocations were examined. All other vocations were considered in a miscellaneous category. The one hundred two questionnaires that provided the data were distributed by vocation (see Table 5) in the following manner: elementary teacher--7, secondary teacher--55, college teacher--9, graduate student--5, librarian--7, secretary--5, and miscellaneous--14.

TABLE 5

DISTRIBUTION OF RESPONDENTS BY VOCATION

Vocation	Number
Elementary teacher	7
Secondary teacher	55
College teacher	9
Graduate student	5
Librarian	7
Secretary	5
Miscellaneous	14
Total	102

To answer questions 1 through 4, Table 6 lists the minimum levels of learning with the corresponding essential subject areas as shown by collective responses and by vocational choices. The order used in the questionnaire is followed, but only the subject areas considered essential by collective responses and/or by vocation are listed. For continuity, the identifying letters and numbers were changed as necessary.

TABLE 6

MINIMUM LEVELS OF LEARNING WITH CORRESPONDING ESSENTIAL SUBJECT AREAS AS SHOWN BY COLLECTIVE RESPONSES AND BY VOCATIONAL CHOICES

COGNITIVE LEARNING

Levels of Learning: 1 Comprehension, 2 Application, 3 Analysis, 4 Synthesis, 5 Evaluation

Levels of Learning by Responses								Essential Subject Areas
Comp Resp	El T'ch	Sec T'ch	Col T'ch	Grad Stu	Lib	Sec	Misc	
				I. LITERATURE				
								A. Knowledge of significant literary facts concerning British writers and their major works
-	2	1	3	3	-	-	1	1. Beowulf
-	3	1	3	4	-	-	1	2. Geoffrey Chaucer
-	-	-	-	1	-	-	-	3. Folk Ballads
-	-	-	-	2	-	-	-	4. Sir Thomas More
-	-	-	3	4	-	-	-	5. Edmund Spenser
4	5	4	5	5	-	-	3	6. William Shakespeare
-	-	1	3	3	-	-	3	7. Francis Bacon
1	-	-	4	3	-	-	1	8. John Donne
-	-	-	2	-	-	-	-	9. George Herbert
-	-	-	2	-	-	-	-	10. Robert Herrick
-	-	-	2	-	-	-	-	11. Andrew Marvell
3	3	3	3	4	-	-	2	12. John Milton
-	-	-	2	2	-	-	-	13. Daniel Defoe
-	-	-	1	1	-	-	-	14. Joseph Addison
1	-	-	5	2	-	-	1	15. Alexander Pope
2	3	2	3	2	-	-	1	16. Jonathan Swift
1	-	2	2	1	-	-	1	17. Robert Burns
-	1	-	3	-	-	-	1	18. William Blake
2	1	2	3	1	-	-	2	19. William Wordsworth
2	1	2	3	1	-	-	1	20. Samuel Taylor Coleridge

TABLE 6--Continued

Comp Resp	El T'ch	Sec T'ch	Col T'ch	Grad Stu	Lib	Sec	Misc	Essential Subject Areas
1	1	1	2	1	-	-	1	21. George Gordon, Lord Byron
2	-	2	2	2	-	-	1	22. Percy B. Shelley
2	1	1	3	3	-	-	1	23. John Keats
2	-	2	1	2	-	-	1	24. Alfred, Lord Tennyson
-	-	1	3	2	-	-	1	25. Robert Browning
-	-	-	3	2	-	-	1	26. Matthew Arnold
-	-	-	2	-	-	-	-	27. Jane Austen
-	-	-	2	1	-	-	-	28. Sir Walter Scott
-	-	-	1	-	-	-	-	29. William Makepiece Thackery
3	2	3	3	2	1	-	1	30. Charles Dickens
-	1	-	-	-	-	-	-	31. Emily Brontë
-	1	-	1	-	-	-	-	32. George Eliot
-	3	-	2	-	-	-	1	33. Thomas Hardy
-	1	-	-	-	-	-	-	34. Joseph Conrad
-	-	-	3	1	-	-	1	35. William Butler Yeats
-	-	-	3	1	-	-	1	36. James Joyce
-	-	-	3	1	-	-	-	37. David Herbert Lawrence
-	3	-	3	1	-	-	1	38. Thomas Stearns Eliot
-	-	-	3	-	-	-	-	39. W. H. Auden
-	1	2	2	3	-	-	1	40. George Orwell
-	-	-	1	2	-	-	-	41. Dylan Thomas
								B. Knowledge of significant literary facts concerning American writers and their major works
-	-	-	1	-	-	-	-	1. William Bradford
-	-	-	2	1	-	-	-	2. Cotton Mather
-	-	-	2	-	-	-	1	3. Jonathan Edwards
2	4	2	2	1	-	-	1	4. Benjamin Franklin
1	3	1	2	-	-	-	1	5. Thomas Paine
2	-	1	2	-	-	-	2	6. Thomas Jefferson
2	-	2	3	2	-	-	1	7. Washington Irving
1	-	2	2	1	-	-	1	8. James Fenimore Cooper
-	-	-	2	-	-	-	-	9. William Cullen Bryant
3	3	3	3	3	-	-	1	10. Nathaniel Hawthorne
3	2	3	3	2	1	-	1	11. Edgar Allan Poe
2	3	3	3	4	-	-	1	12. Herman Melville
3	1	3	3	4	-	-	1	13. Ralph Waldo Emerson
3	4	3	3	4	-	-	1	14. Henry David Thoreau
-	-	-	2	-	-	-	-	15. Frederick Douglas
1	1	-	1	-	-	-	1	16. Henry Wadsworth Longfellow
-	-	-	-	1	-	-	-	17. Oliver Wendell Holmes
2	-	2	-	2	-	-	1	18. Abraham Lincoln
2	1	2	4	1	-	-	2	19. Walt Whitman
2	1	2	3	1	-	-	1	20. Emily Dickinson
3	4	3	3	4	1	-	2	21. Samuel Langhorne Clemens

TABLE 6--Continued

Comp Resp	El T'ch	Sec T'ch	Col T'ch	Grad Stu	Lib	Sec	Misc	Essential Subject Areas
-	1	1	-	-	-	-	-	22. Bret Harte
-	-	-	-	-	-	-	1	23. Joel Chandler Harris
-	-	-	2	-	-	-	-	24. William Dean Howells
-	-	-	3	4	-	-	1	25. Henry James
-	-	-	1	1	-	-	1	26. Edith Wharton
-	-	-	2	-	-	-	1	27. Theodore Dreiser
-	-	-	1	-	-	-	-	28. Booker T. Washington
-	-	-	3	-	-	-	-	29. Edwin Arlington Robinson
3	3	3	3	2	1	-	3	30. Robert Frost
2	1	2	3	2	-	-	-	31. Carl Sandburg
-	-	-	2	-	-	-	-	32. James Weldon Johnson
-	-	-	2	-	-	-	-	33. Langston Hughes
-	3	-	-	3	-	-	-	34. Willa Cather
1	-	-	3	2	1	-	1	35. Sinclair Lewis
-	-	-	3	2	-	-	1	36. F. Scott Fitzgerald
-	-	-	3	-	-	-	-	37. Eugene O'Neill
-	1	-	3	-	-	-	1	38. Ezra Pound
3	1	3	3	1	-	-	2	39. William Faulkner
3	4	3	3	3	1	-	2	40. Ernest Hemingway
-	-	-	3	-	-	-	-	41. Thomas Wolfe
2	2	2	3	-	1	-	1	42. John Steinbeck
-	-	-	3	-	-	-	-	43. Wallace Stevens
1	1	1	3	1	-	-	1	44. E. E. Cummings
-	-	-	1	1	-	-	1	45. John Dos Passos
-	-	-	2	-	-	-	-	46. Richard Wright
-	-	-	2	-	-	-	-	47. James Baldwin
-	-	-	2	-	-	-	-	48. W. E. DeBois
-	3	-	2	1	-	-	-	49. James Thurber
-	-	-	1	-	-	-	-	50. Robert Lowell
-	-	-	2	-	-	-	-	51. Bernard Malamud
-	-	-	2	2	-	-	-	52. Flannery O'Connor
-	-	-	-	1	-	-	-	53. Lawrence Ferlinghetti
								C. Knowledge of significant literary facts concerning major non-English authors and their representative works in translation
3	5	3	3	1	1	-	3	1. The Holy Bible
-	-	-	3	-	-	-	-	2. Homer
-	-	-	3	1	-	-	-	3. Aeschylus
-	-	-	3	-	-	-	1	4. Sophocles
-	-	-	3	-	-	-	-	5. Euripides
2	-	-	3	3	1	-	3	6. Plato
2	-	-	3	4	1	-	2	7. Aristotle
-	-	-	3	-	-	-	-	8. Cicero
-	-	-	-	1	-	-	-	9. Virgil
-	-	-	2	-	-	-	-	10. St. Augustine

TABLE 6--Continued

Comp Resp	El T'ch	Sec T'ch	Col T'ch	Grad Stu	Lib	Sec	Misc	Essential Subject Areas
-	-	-	3	1	-	-	-	11. Giovanni Boccaccio
-	-	-	2	2	-	-	-	12. Desirerius Erasmus
-	-	-	3	2	-	-	2	13. Niccolo Machievelli
-	-	-	2	-	-	-	-	14. Francois Rabelais
-	-	-	-	1	-	-	-	15. Miguel de Cervantes
-	-	-	2	-	-	-	-	16. Jean-Baptiste Poquelin Molière
-	-	-	2	-	-	-	-	17. Jean Racine
-	-	-	-	2	-	-	-	18. François-Marie Arouet de Voltaire
-	-	-	2	-	-	-	-	19. Denis Diderot
-	-	-	3	2	-	-	1	20. Jean-Jacques Rousseau
-	-	-	3	1	-	-	-	21. Johann Wolfgang von Goethe
-	-	-	3	1	-	-	1	22. Victor Hugo
-	-	-	2	-	-	-	-	23. Honoré de Balzac
-	-	-	3	3	-	-	-	24. Gustave Flaubert
-	-	-	3	2	-	-	3	25. Fyodor Dostoevsky
1	-	-	2	3	-	-	3	26. Leo Tolstoy
-	-	-	3	1	-	-	-	27. Anton Chekhov
-	-	-	2	1	-	-	-	28. Henrik Ibsen
-	-	-	3	1	-	-	-	29. Franz Kafka
-	-	-	3	3	-	-	-	30. Jean-Paul Sartre
								D. Knowledge of significant literary facts concerning authors and/or illustrators of children's literature and their major works
-	3	-	1	-	1	-	-	1. Hans Christian Anderson
-	-	-	-	-	1	-	-	2. Beatrix Potter
-	2	-	2	-	1	-	-	3. Lewis Carroll
-	-	-	-	-	1	-	-	4. Randolph Caldecott
-	-	-	1	-	-	-	-	5. Kate Greenaway
-	-	-	-	-	1	-	-	6. Edward Lear
-	-	-	-	-	1	-	-	7. Maurice Sendak
-	3	-	1	-	1	-	-	8. Dr. Seuss
								E. Knowledge of significant literary facts concerning authors of adolescent literature and their major works
-	1	-	-	-	-	-	-	1. Marguerite Henry
1	1	1	2	-	1	-	-	2. Rudyard Kipling
-	1	-	-	-	-	-	-	3. Lois Lenski
1	2	1	3	-	1	-	-	4. Robert Louis Stevenson
1	2	1	3	-	1	-	-	5. Louisa May Alcott

TABLE 6--Continued

Comp Resp	El T'ch	Sec T'ch	Col T'ch	Grad Stu	Lib	Sec	Misc	Essential Subject Areas
								F. Knowledge of British literary periods and their characteristics
2	-	2	3	2	-	-	3	1. Middle Ages
3	3	3	4	3	-	-	2	2. Renaissance
3	3	3	4	3	-	-	3	3. Restoration and Eighteenth Century
3	4	3	4	3	-	-	3	4. Romanticism
3	4	3	4	1	-	-	3	5. Victorian
3	4	3	5	4	-	-	3	6. Contemporary
								G. Knowledge of American literary periods and their characteristics
2	2	2	3	3	-	-	1	1. Colonial Period
2	3	2	3	3	-	-	2	2. Age of Reason
3	-	3	4	3	-	-	2	3. Romanticism
3	3	3	3	3	-	-	2	4. Transcendentalism
2	3	3	4	2	-	-	2	5. Realism
2	3	3	4	1	-	-	1	6. Naturalism
3	3	3	5	4	-	-	2	7. Contemporary
								H. Knowledge of World literary periods and their characteristics
-	-	-	3	2	-	-	-	1. Ancient World
-	-	-	3	2	-	-	-	2. Middle Ages
-	1	-	3	3	-	-	2	3. Renaissance
-	1	-	3	2	-	-	-	4. NeoClassism
2	2	-	3	2	-	-	2	5. Romanticism
-	1	-	3	3	-	-	2	6. Realism
-	2	-	3	1	-	-	2	7. Naturalism
-	1	-	3	3	-	-	-	8. Symbolism
-	1	-	3	3	-	-	2	9. Modern School
								I. Knowledge of literary genres and their characteristics
3	5	3	5	3	1	-	1	1. Poetry
3	5	3	4	3	2	-	2	2. Fiction
3	4	3	5	3	2	-	1	3. Drama
-	-	-	3	3	-	-	-	4. Philosophy
3	-	3	4	3	-	-	-	5. Literary criticism
2	-	3	3	3	-	-	3	6. History
2	4	2	3	3	2	-	2	7. Biography
-	2	-	2	1	-	-	-	8. Linguistics
-	-	-	1	1	-	-	-	9. Oration
-	-	-	1	3	-	-	-	10. Political rhetoric
-	-	-	1	1	-	-	-	11. Propaganda

TABLE 6--Continued

Comp Resp	El T'ch	Sec T'ch	Col T'ch	Grad Stu	Lib	Sec	Misc	Essential Subject Areas
								J. Knowledge of relationships between literary history and other histories
2	2	2	2	3	-	-	3	1. Political history
2	3	2	3	3	-	-	3	2. Social history
								K. Knowledge of universals and abstractions in the field of literature
2	3	2	4	3	1	-	-	1. Elements of form
2	3	2	4	3	1	-	2	2. Elements of style
								L. Knowledge of comprehension techniques
2	2	2	3	4	1	-	-	1. Translation of complex literal language to simple literal language
-	-	-	1	-	-	-	-	2. Translation of prose and poetry in foreigr language into English
3	3	3	4	3	-	-	3	3. Interpretation of figurative language
3	-	3	4	3	-	-	-	4. Interpretation of relationships of ideas and of parts
3	2	3	3	3	-	-	3	5. Extrapolation (estimating broadly) consequences, conclusions, and meanings in literature
								M. Knowledge in depth of one or more major authors
4	3	4	5	5	-	-	3	1. William Shakespeare
3	3	3	-	4	-	-	-	2. Samuel Langhorne Clemens
-	2	-	-	2	-	-	-	3. Charles Dickens
-	-	-	3	2	-	-	-	4. Nathaniel Hawthorne
-	-	-	3	-	-	-	1	5. William Faulkner
-	-	-	4	4	-	-	-	6. Henry James
3	-	3	4	3	-	-	-	N. Knowledge to apply literary facts and comprehension skills to derive new literary insights
								O. Knowledge to analyze literature singularly or in related groups
3	4	3	4	4	-	-	-	1. Analysis by elements
3	4	3	4	4	1	-	-	2. Analysis by relationships
3	4	3	4	4	1	-	-	3. Analysis by organizational principles

TABLE 6--Continued

Comp Resp	El T'ch	Sec T'ch	Col T'ch	Grad Stu	Lib	Sec	Misc	Essential Subject Areas
								P. Knowledge to produce a unique literary product by combining separate elements such as ideas, details, statements, and supporting evidence
4	4	4	5	4	4	-	-	1. Design a plan or set of operations involving the study of literature
-	-	4	4	4	-	-	-	2. Create a unique communication in writing or to be delivered orally
								Q. Knowledge to apply evaluative measures to one or more literary works
5	-	5	5	5	-	-	-	1. Judges the work/works in terms of internal evidence
5	-	5	-	5	5	-	-	2. Judges the work/works in terms of external evidence
					II.	VERBAL COMMUNICATION		
								A. Knowledge of rhetoric
-	-	-	3	3	-	-	-	1. Classical
3	-	3	3	4	1	3	3	2. Modern
3	3	3	2	5	3	-	3	B. Knowledge of decision-making process
								C. Knowledge of structural devices necessary for clarity
3	3	3	5	4	3	4	3	1. Rules of grammar and usage
3	3	3	5	3	3	3	2	2. Rules of spelling
3	3	3	5	4	3	3	2	3. Rules of punctuation
3	3	3	5	4	3	3	3	4. Rules of diction
3	3	3	5	4	2	3	2	5. Rules of mechanics
3	3	3	5	4	2	4	3	6. Rules of sentence development
3	3	3	5	4	2	4	3	7. Rules of paragraph development
3	3	3	5	4	3	5	3	8. Rules of theme or speech development
3	3	3	4	3	3	3	2	9. Rules of editing

TABLE 6--Continued

Comp Resp	El T'ch	Sec T'ch	Col T'ch	Grad Stu	Lib	Sec	Misc	Essential Subject Areas
								D. Knowledge of the characteristics common to all effective verbal communication
3	3	3	5	4	3	3	2	1. Unity
3	3	3	4	4	3	3	2	2. Coherence
3	-	3	3	4	3	-	2	3. Emphasis
3	2	3	4	4	3	3	2	4. Conciseness
3	3	3	4	4	3	-	2	5. Clarity
3	3	3	4	4	3	-	2	6. Grammatical accuracy
3	2	3	3	4	3	-	2	7. Creativity
								E. Knowledge of characteristics common to oral communication only
2	2	2	2	2	3	-	2	1. Vocal variety
2	2	2	3	-	2	-	2	2. Articulation
2	3	2	3	2	3	-	3	3. Poise
2	-	2	3	2	3	-	2	4. Use of pause
3	-	2	2	2	3	5	2	5. Tone (speaker's attitude toward subject and audience)
								F. Knowledge and delivery of common types of speeches
2	-	2	-	2	3	-	3	1. Speech of introduction
-	-	1	-	2	-	-	2	2. Speech of acceptance
2	-	2	2	2	3	2	2	3. Report
2	-	2	3	2	3	-	2	4. Review
2	-	2	4	-	3	-	3	5. Directions
-	-	-	-	1	3	-	2	6. Public prayer
								G. Knowledge of primary types of discourse
3	-	3	5	3	2	4	2	1. Exposition
3	-	3	5	4	2	3	3	2. Argument and persuasion
3	3	3	5	4	3	-	2	3. Description
3	3	3	5	3	3	-	2	4. Narration
2	2	2	5	4	3	-	-	5. Informal essay
								H. Knowledge of primary methods of analysis
3	-	3	3	2	2	-	2	1. Analogy
3	-	3	3	2	2	-	2	2. Cause and effect
3	-	3	3	2	2	-	2	3. Classification and division
3	-	3	4	4	2	-	2	4. Comparison and contrast
3	-	3	3	2	2	-	2	5. Definition (identification)
3	-	3	3	3	2	-	2	6. Illustration by example
2	-	3	3	-	2	-	-	7. Process and procedure

TABLE 6--Continued

Comp Resp	El T'ch	Sec T'ch	Col T'ch	Grad Stu	Lib	Sec	Misc	Essential Subject Areas
								I. Knowledge of primary orders
2	-	2	4	2	2	3	2	1. Chronological
2	-	2	3	3	2	-	-	2. Climactic
2	-	2	3	3	1	-	2	3. Deduction
-	-	-	3	-	2	-	-	4. Family tree
2	-	2	4	4	1	-	1	5. Induction
2	-	2	3	4	2	2	3	6. Order of importance
2	-	2	3	-	1	-	1	7. Spatial
								J. Knowledge of a specific research manual of form and style
-	-	-	-	-	1	-	-	1. William G. Campbell
-	-	-	-	4	1	-	-	2. Kate L. Turabian
-	-	-	2	4	1	-	1	3. Modern Language Association
								K. Knowledge of research form
3	2	3	3	4	2	2	3	1. Bibliography
2	2	3	3	4	1	-	2	2. Footnotes
2	2	2	3	-	2	-	2	3. Title page
2	3	2	3	2	2	2	2	4. Table of contents
3	3	3	3	4	2	2	2	5. Outline
2	-	2	3	2	2	-	2	6. Division headings
2	-	2	2	2	1	2	2	7. Tables and figures
2	2	2	3	4	2	2	2	8. Text proper
2	3	2	3	-	1	2	2	9. Appendix
								L. Knowledge of use of primary and secondary sources
3	-	3	4	5	2	-	2	1. Interpret
2	-	2	4	4	2	-	2	2. Criticize
2	-	2	2	3	2	-	1	3. Reorganize
2	-	2	2	3	2	2	2	4. Paraphrase
3	3	3	2	3	2	-	1	5. Summarize
2	-	2	2	3	2	-	1	6. Quote
								M. Knowledge of library tools
2	2	2	2	2	5	2	1	1. Card Catalog: Author, Title and Subject
2	1	2	2	2	3	2	1	2. Reader's Guide to Periodical Literature
1	-	-	2	2	2	-	-	3. Essay and General Literature Index
1	-	1	2	2	2	-	-	4. Books in Print
1	1	-	1	2	2	-	1	5. Book Review Digest
2	-	2	2	2	2	-	1	6. Publications of the Modern Language Association (PMLA)
1	-	2	1	2	2	-	1	7. Bibliographies: e.g., The Cambridge Bibliography of English Literature

TABLE 6--Continued

Comp Resp	El T'ch	Sec T'ch	Col T'ch	Grad Stu	Lib	Sec	Misc	Essential Subject Areas
1	-	-	1	2	2	-	-	8. General collections and anthologies: e.g., The Harvard Classics
1	-	1	1	2	2	-	-	9. Directories: e.g., Author's and Writer's Who's Who
1	-	1	2	2	3	-	-	10. Dictionaries and Encyclopedias: e.g., Benet, W. R., The Reader's Encyclopedia
1	-	-	2	2	2	-	-	11. Handbooks: e.g., Brewer, Dictionary of Phrase and Fable, Century Cyclopedia of Names
1	-	1	2	2	2	-	1	12. Biographies of authors: e.g., Kunitz, Twentieth Century Authors, Current Biography
1	-	1	2	2	2	-	-	13. Quotations and proverbs: e.g., Bartlett, Familiar Quotations
1	-	1	2	2	2	-	-	14. Indexes: e.g., Short Story, Granger's Poetry Index, and Play Index
1	-	1	2	2	2	-	-	15. Literary Criticisms: e.g., Twentieth Century Views (series)
2	3	2	2	2	2	-	-	16. Webster's Dictionary of Synonyms
2	4	2	2	2	2	3	1	17. Roget's Thesaurus of English Words and Phrases
								N. Knowledge to analyze the primary forms of verbal communication on the basis of elements
3	4	3	4	3	3	3	4	1. Purpose
3	5	3	4	4	3	3	4	2. Content
3	5	3	4	3	3	-	4	3. Truth
3	4	3	4	3	3	-	4	4. Style
								O. Knowledge to analyze the primary forms of verbal communication on the basis of relationships
-	-	-	4	-	-	-	-	1. Methods of analysis
-	-	-	3	-	-	-	-	2. Orders
								P. Knowledge to analyze the primary forms of verbal communication on the basis of organizational principles

TABLE 6--Continued

Comp Resp	El T'ch	Sec T'ch	Col T'ch	Grad Stu	Lib	Sec	Misc	Essential Subject Areas
1	-	3	4	3	3	-	-	1. Structure
2	-	3	4	3	-	-	3	2. Form
								Q. Knowledge to synthesize ideas effectively
4	4	4	5	5	4	-	4	1. Preparation of well-documented reports
4	4	4	5	5	4	4	4	2. Use of originality and creativity in making use of research material
4	-	4	5	5	4	-	5	3. Present an argument logically, succinctly, and clearly
4	-	4	4	4	4	-	-	4. Utilize two or more of the five types of discourse in a combined effort
								R. Knowledge of editorial evaluations of his own oral and written composition and that of others
5	5	5	5	5	5	5	5	1. Edit his own composition to improve and/or revise it
5	5	5	5	5	5	5	5	2. Edit the written composition of others to improve and/or revise it
5	-	-	5	5	5	-	-	3. Evaluate oral communication on the basis of structure, delivery, and overall effectiveness
								III. LINGUISTICS
								A. Knowledge in one grammatical system
3	2	3	3	3	3	-	2	1. Traditional
-	-	-	2	-	-	-	-	2. Structural
-	-	3	3	-	-	-	-	B. Knowledge in depth in one grammatical system and working acquaintance with one other system
2	1	3	2	3	3	-	1	C. Knowledge of the sources and development of the English vocabulary

TABLE 6--Continued

Comp Resp	El T'ch	Sec T'ch	Col T'ch	Grad Stu	Lib	Sec	Misc	Essential Subject Areas
								D. Knowledge of a well-balanced descriptive and historical background of the English language
-	-	1	1	-	-	-	-	1. Principles of semantics
-	-	-	1	-	-	-	-	2. Principles of phonology
-	-	-	1	-	-	-	-	3. Principles of morphology
-	-	-	1	-	-	-	-	4. Principles of syntax
-	1	-	1	-	-	-	-	5. Principles of etymology
2	-	2	1	3	3	-	1	E. Knowledge of the methods of preparation and uses of dictionaries
								F. Knowledge of varieties of English usage
2	1	2	2	2	-	-	2	1. Social
1	2	1	2	2	1	-	-	2. Regional
2	2	2	2	2	1	3	2	3. Functional
3	-	3	3	3	-	-	3	G. Knowledge to analyze literature and composition for language elements, relationships, and organizational principles
-	-	4	4	-	-	-	4	H. Knowledge to synthesize the most useful elements of traditional and linguistic view points of grammar to make grammar a practical tool
								IV. CRITICISM
-	-	1	-	-	1	-	-	A. Knowledge of the role of the literary critic
								B. Knowledge of literary criticism as described by major critics
-	-	-	-	-	-	-	1	1. Samuel Johnson
-	-	2	2	-	-	-	-	2. William Wordsworth
-	-	2	1	-	-	-	-	3. Samuel Taylor Coleridge
-	-	-	2	-	-	-	-	4. Ralph Waldo Emerson
-	-	-	3	-	-	-	-	5. Edgar Allan Poe
-	-	-	4	-	-	-	-	6. Henry James
-	-	-	-	-	-	-	1	7. William Dean Howells
-	-	-	2	3	-	-	-	8. T. S. Eliot
-	-	-	-	1	-	-	-	9. Kenneth Burke
-	-	-	3	-	-	-	-	10. Northrop Frye

TABLE 6--Continued

Comp Resp	El T'ch	Sec T'ch	Col T'ch	Grad Stu	Lib	Sec	Misc	Essential Subject Areas
-	-	-	1	-	-	-	-	11. Alfred Kazin
-	-	-	2	-	-	-	-	12. M. H. Abrams
-	-	-	-	1	-	-	-	13. Leslie Fiedler
-	-	-	-	1	-	-	-	14. Cleanth Brooks
								C. Knowledge of primary approaches to literary criticism
2	-	2	2	3	-	-	1	1. Moral
2	1	2	2	2	1	-	1	2. Psychological
2	-	2	2	1	1	-	2	3. Sociological
-	-	-	2	-	-	-	-	4. Formalistic
-	-	-	2	-	-	-	-	5. Archetypal
-	-	-	2	-	-	-	-	6. Linguistic
-	-	1	2	1	-	-	-	7. Historical
-	-	-	-	1	-	-	-	8. Appreciative
-	-	-	2	3	-	-	-	9. Thematic
								D. Knowledge of literature as it is presented in various media
-	-	1	-	-	-	-	-	1. Radio
2	-	2	2	-	-	-	1	2. Television
2	-	2	2	-	-	-	1	3. Motion picture
2	-	2	2	-	-	-	1	4. Theatre
2	-	2	2	4	-	-	2	5. Printed material
3	-	3	3	4	-	-	3	E. Knowledge to analyze and discuss language as it is used in various media
					V. EDUCATION			
4	3	5	5	-	1	-	1	A. Knowledge of purposes and goals of English instruction in the school
2	2	2	2	-	4	-	-	B. Knowledge of reliable sources for book selection
-	-	-	1	-	1	-	-	C. Knowledge of bibliotherapic possibilities in books and reading
3	2	4	5	-	3	-	-	D. Knowledge of literary works appropriate for the level he is prepared to teach
3	-	3	4	-	4	-	-	E. Knowledge of reliable sources to continue professional growth

TABLE 6--Continued

Comp Resp	El T'ch	Sec T'ch	Col T'ch	Grad Stu	Lib	Sec	Mis	Essential Subject Areas
								F. Knowledge of skills involved in verbal communication
3	3	3	4	-	2	-	-	1. Composition (writing) process and the factors affecting it
2	3	3	3	-	2	-	-	2. Speaking process and the factors affecting it
2	3	3	3	-	3	-	-	3. Reading (oral and silent) process and the factors affecting it
2	3	3	4	-	2	-	-	4. Listening process and the factors affecting it
3	3	3	4	-	2	-	-	5. Comprehension process and the factors affecting it
								G. Knowledge of skills involved in non-verbal communication
-	-	1	1	-	1	-	-	1. Still and moving pictures
1	-	1	1	-	1	-	-	2. Body language (kinesics)
-	-	1	1	-	2	-	-	3. Sounds
								H. Knowledge of methodology related to teaching English at the level he is prepared to teach
2	2	2	2	-	3	-	-	1. Theories and methods of teaching children and adolescents to read
2	2	3	2	-	3	-	-	2. Factors affecting reading
-	-	-	2	-	1	-	-	3. Methods by which English is taught to speakers of another language or dialect
								I. Knowledge of the strategies of teaching English to students who have a wide range and variety of individual and group differences
2	2	3	2	-	2	-	-	1. Literature
2	-	3	2	-	1	-	-	2. Verbal communication
-	-	-	2	-	-	-	-	3. Linguistics
2	2	3	2	-	1	-	-	4. Grammar
								J. Knowledge of techniques of sharing literature
2	2	2	2	-	3	-	-	1. Oral reading
2	2	2	-	-	3	-	-	2. Storytelling
-	-	1	2	-	3	-	-	3. Choral reading
2	2	2	2	-	3	-	-	4. Creative dramatics

TABLE 6--Continued

Comp Resp	El T'ch	Sec T'ch	Col T'ch	Grad Stu	Lib	Sec	Misc		Essential Subject Areas
								K.	Knowledge to extend his expository skills to creative arts
2	3	2	3	-	2	-	-		1. Creative writing
2	3	2	2	-	2	-	-		2. Creative dramatics
-	-	2	-	-	2	-	-		3. Readers theatre
-	-	-	-	-	2	-	-		4. Pantomime
-	-	-	-	-	2	-	-		5. Puppetry
-	-	-	-	-	2	-	-		6. Music
								L.	Knowledge to analyze elements, relationships, and organizational principles
3	4	3	3	-	3	-	-		1. Identification of students with differences or disabilities in language skills requiring a specialist
3	4	3	3	-	3	-	-		2. Identification of students who share common weaknesses and strengths in language skills
3	4	3	3	-	3	-	-		3. Analysis of materials on basis of difficulty or learning level
3	4	3	3	-	3	-	-		4. Organization of student groups to meet individual needs
4	4	3	3	-	3	-	-		5. Design and carry out appropriate lesson plans for all levels in his class
								M.	Knowledge to create or find, evaluate, and use significant instructional materials from various media
4	5	5	4	-	4	-	4		1. Texts
4	5	4	4	-	4	-	4		2. Film
-	4	-	4	-	4	-	-		3. Kinescopes
4	4	4	4	-	4	-	4		4. Audio tapes
4	4	4	4	-	4	-	4		5. Video tapes
4	-	4	4	-	4	-	4		6. Records
4	4	4	4	-	4	-	-		7. Slides
4	5	4	4	-	4	-	-		8. Programmed material
5	5	5	5	-	-	-	-	N.	Knowledge to construct a balanced English program

TABLE 6--Continued

Comp Resp	El T'ch	Sec T'ch	Col T'ch	Grad Stu	Lib	Sec	Misc		Essential Subject Areas
5	-	5	5	-	5	-	-	O.	Knowledge to evaluate on sound bases literature with significant literary merit
5	-	5	5	-	-	-	5	P.	Knowledge to appraise the development and effectiveness of English courses of study
								Q.	Knowledge to assess the progress of his students in areas of English
5	5	5	5	-	5	-	-		1. Literature
5	-	5	5	-	-	-	-		2. Verbal communication
-	-	-	5	-	-	-	-		3. Linguistics
5	5	5	5	-	-	-	-		4. Grammar

AFFECTIVE LEARNING

Levels of learning: 1 Responding, 2 Valuing, 3 Organization, 4 Characterization by Value

Levels of Learning by Responses								Essential Subject Areas
Comp Resp	El T'ch	Sec T'ch	Col T'ch	Grad Stu	Lib	Sec	Misc	
								A. Awareness of the aesthetic factors in literature
2	2	2	3	1	2	-	2	1. Form
2	2	2	3	1	2	-	2	2. Design
2	2	2	3	1	2	-	2	3. Arrangement
								B. Awareness of cultural patterns exhibited by individuals from other groups as reflected in literature
2	2	2	2	2	1	-	2	1. Religious
2	2	2	3	2	1	-	2	2. Social
2	2	2	?	2	1	-	2	3. Political
2	2	2	2	1	3	2	2	C. Awareness of mood and meaning of author as discovered through reading
2	2	3	3	3	3	-	2	D. Awareness of mood and meaning of speaker as discovered through listening
3	2	3	3	3	3	-	2	E. Awareness of human values and judgments in life as reflected in literature

TABLE 6--Continued

Comp Resp	El T'ch	Sec T'ch	Col T'ch	Grad Stu	Lib	Sec	Misc		Essential Subject Areas
2	2	2	2	2	3	-	3	F.	Awareness of pleasure in reading
2	-	2	2	2	4	-	2	G.	Awareness of pleasure in listening
2	-	2	2	-	3	-	2	H.	Awareness of pleasure in viewing
3	2	3	4	2	4	3	2	I.	Awareness of importance to learn and be trained
								J.	Awareness of personal enjoyment and enrichment in self-expression through
3	-	3	2	2	3	-	3		1. Verbal communication
-	-	-	2	-	-	-	2		2. Written communication
-	2	-	-	-	-	-	1		3. Oral communication
3	-	2	3	3	-	-	3	K.	Awareness of the process of conceptualization of values learned through literary experiences
3	-	3	3	3	-	-	3	L.	Awareness of the organization of a value system learned in part through literary experiences
4	4	4	4	4	-	-	4	M.	Awareness of consistent behavior concerning worldly beliefs, ideas, and attitudes based on a personal value system acquired in part through literary experiences

The following narrative of Table 6 lists the collective subject areas and minimum levels of learning as determined by the composite responses. The Cognitive Learning section was made up of five broad categories: Literature, Verbal Communication, Criticism, Linguistics, and Education.

In the first category, Literature, the responses showed the

following essential subject areas and minimum levels of learning:

(1) Knowledge of significant literary facts concerning seventeen British writers and their major works: eight of these, Beowulf, Chaucer, Donne, Pope, Burns, Lord Byron, R. Browning, and Orwell, were marked at the Comprehension level; six, Swift, Wordsworth, Coleridge, Shelley, Keats, and Tennyson, at the Application level; two, Milton and Dickens, at the Analysis level; and one, Shakespeare, at the Synthesis level.

(2) Knowledge of significant literary facts concerning twenty-two American writers and their major works: five of these, Paine, Cooper, Longfellow, S. Lewis, and Cummings, were marked at the Comprehension level; nine, Franklin, Jefferson, Irving, Melville, Lincoln, Whitman, Dickinson, Sandburg, and Steinbeck, at the Application level; eight, Hawthorne, Poe, Emerson, Thoreau, Clemens, Frost, Faulkner, and Hemingway, at the Analysis level.

(3) Knowledge of significant literary facts concerning four major non-English authors and their representative works in translation; one, Tolstoy, at Comprehension level; two, Plato and Aristotle, at the Application level; and one, The Holy Bible, at the Analysis level.

(4) Knowledge of significant literary facts concerning three authors of adolescent literature and their major works: Kipling, Stevenson, and Alcott, all at the Comprehension level.

(5) Knowledge of six British literary periods and their characteristics: Middle Ages, at the Application level; Renaissance, Restoration and Eighteenth Century, Romanticism, Victorian, and Contemporary, all at the Analysis level.

(6) Knowledge of seven American literary periods and their characteristics: four of these, Colonial Period, Age of Reason, Realism,

and Naturalism, were marked at the Application level; three, Romanticism, Transcendentalism, and Contemporary, were marked at the Analysis level.

(7) Knowledge of one World literary period and its characteristics: Romanticism, at the Application level.

(8) Knowledge of six literary genres and their characteristics: two of these, History and Biography, were marked at the Application level; four, Poetry, Fiction, Drama, and Literary criticism, were marked at the Analysis level.

(9) Knowledge of relationships between literary history and two other histories: Political history and Social history, and (10) Knowledge of two universals and abstractions in the field of literature: Elements of form and Elements of style, all at the level of Application.

(11) Knowledge of four comprehension techniques: one of these, Translation of complex literal language to simple literal language, was marked at the Application level; three, Interpretation of figurative language, Interpretation of relationships of ideas and of parts, and Extrapolation (estimating broadly) consequences, conclusions, and meanings in literature, were marked at the level of Analysis.

(12) Knowledge of two major authors: Clemens at the Analysis level, and Shakespeare at the Synthesis level. In early responses by nationalities, British writer Milton and American writers Hawthorne, Poe, Emerson, Thoreau, Frost, Faulkner, and Hemingway, were also marked at the Analysis level.

(13) Knowledge to apply literary facts and comprehension skills to derive new literary insights, and (14) Knowledge to analyze literature in three different ways, singularly or in related groups: Analysis by elements, Analysis by relationships, and Analysis by organizational

principles, all at the level of Analysis.

(15) Knowledge of one way to produce a unique literary product by combining separate elements, such as ideas, details, statements, and supporting evidence: Design a plan or set of operations involving the study of literature, at the Synthesis level.

(16) Knowledge of two ways to apply evaluative measures to one or more literary works: Judges the work/works in terms of internal evidence, and Judges the work/works in terms of external evidence, both marked at the Evaluation level.

In the second category, Verbal Communication, responses showed the following essential subject areas and minimum levels of learning: (1) Knowledge of modern rhetoric; and (2) Knowledge of decision-making, both at the level of Analysis.

(3) Knowledge of nine structural devices necessary for clarity: Rules of grammar and usage, spelling, punctuation, diction, mechanics, sentence development, paragraph development, theme or speech development, and editing, all marked at the Analysis level.

(4) Knowledge of seven characteristics common to all effective verbal communication: Unity, Coherence, Emphasis, Conciseness, Clarity, Grammatical accuracy, and Creativity, all at the Analysis level.

(5) Knowledge of five characteristics common only to oral communication: four of these, Vocal variety, Articulation, Poise, and Use of pause, were marked at the level of Application; one, Tone (speaker's attitude toward subject and audience), was marked at the Analysis level.

(6) Knowledge and delivery of four common types of speeches: Speech of introduction, Report, Review, and Directions, all marked at the Application level.

(7) Knowledge of five primary types of discourse: of these, one, Informal essay, was marked the level of Application; four, Exposition, Argument and Persuasion, Description, and Narration, were marked at the level of Analysis.

(8) Knowledge of seven primary methods of analysis: of these, one, Process and procedure, was marked at the Application level; six, Analogy, Cause and effect, Classification and division, Comparison and contrast, Definition (identification), and Illustration by example, were marked the level of Analysis.

(9) Knowledge of six primary orders was considered essential: Chronological, Climactic, Deduction, Induction, Order of importance, and Spatial, all marked at the Application level.

(10) Knowledge of nine elements of research form: seven of these, Footnotes, Title page, Table of contents, Division headings, Tables and figures, Text proper, and Appendix, were marked at the Application level; two, Bibliography and Outline, were marked at the Analysis level.

(11) Knowledge of six uses of primary and secondary sources: of these, four, Criticize, Reorganize, Paraphrase, and Quote, were marked at the level of Application; two, Interpret and Summarize, were marked at the Analysis level.

(12) Knowledge of fifteen library tools: ten of these, Essay and General Literature Index, Books in Print, Book Review Digest, Bibliographies, Directories, Dictionaries and Encyclopedias, Biographies of authors, Quotations and proverbs, Indexes, and Literary Criticism, were marked at the level of Comprehension; five, Card Catalog, Reader's Guide to Periodical Literature, Publications of the Modern Language Association (MLA) Bibliographies. Webster's Dictionary of Synonyms,

and Roget's Thesaurus of English Words and Phrases, were marked at the Analysis level.

(13) Knowledge to analyze each of the primary forms of verbal communication on the basis of four of its elements: Purpose, Content, Truth, and Style, all marked at the Analysis level.

(14) Knowledge to analyze the primary forms of verbal communication on the basis of two organizational principles: Structure and Form, both marked at the Analysis level.

(15) Knowledge of four techniques to synthesize ideas effectively: Preparation of well-documented reports; Use of originality and creativity in making use of research material; Present an argument logically, succinctly, and clearly; and Utilize two or more of the five types of discourse in a combined effort, all marked at the Synthesis level.

(16) Knowledge of three techniques of editorial evaluations of his own oral and written composition and that of others: Edit his own composition to improve and/or revise it; Edit the written composition of others to improve and/or revise it; and Evaluate oral communication on the basis of structure, delivery, and overall effectiveness, all marked at the Evaluation level.

In the third category, Linguistics, responses showed the following essential subject areas and minimum levels of learning: (1) Knowledge in the Traditional grammatical system, marked at the level of Analysis.

(2) Knowledge of the sources and development of the English vocabulary, (3) Knowledge of the methods of preparation and uses of dictionaries; both marked at the Application level.

(4) Knowledge of three varieties of English usage: one of these, Regional, was marked at the level of Comprehension; two, Social and

Functional, were both marked at the level of Application.

(5) Knowledge to analyze literature and composition for language elements, relationships, and organizational principles, marked at the Analysis level.

In the fourth category, Criticism, responses showed the following essential subject areas and minimum levels of learning: (1) Knowledge of three primary approaches to literary criticism: Moral, Psychological, and Sociological, and (2) Knowledge of literature as it is presented in four various media: Television, Motion picture, Theatre, and Printed material, all marked at the Application level.

(3) Knowledge to analyze and discuss language as it is used in various media, marked at the level of Analysis.

In the fifth category, Education, responses showed the following essential subject areas and minimum levels of learning: (1) Knowledge of purposes and goals of English instruction in the school, marked at the level of Synthesis.

(2) Knowledge of reliable sources for book selection, marked at the level of Application.

(3) Knowledge of literary works appropriate for the level one is prepared to teach, and (4) Knowledge of reliable sources to continue professional growth, both marked at the Analysis level.

(5) Knowledge of five skills involved in verbal communication: three of these, Speaking process and the factors affecting it, Reading (oral and silent) process and the factors affecting it, and Listening process and the factors affecting it, were marked at the level of Application; two, Composition (writing) process and the factors affecting it, and Comprehension process and the factors affecting it, were marked

at the level of Analysis.

(6) Knowledge of one skill involved in non-verbal communication, Body language, marked at the Comprehension level.

(7) Knowledge of two methodologies related to teaching English at the level one is prepared to teach: Theories and methods of teaching children and adolescents to read and Factors affecting reading, both marked at the Application level.

(8) Knowledge of three strategies of teaching English to students who have a wide range and variety of individual and group differences: Literature, Verbal communication, and Grammar; (9) Knowledge of three techniques of sharing literature: Oral reading, Storytelling, and Creative dramatics; and (10) Knowledge to extend his expository skills to two creative arts: Creative writing and Creative dramatics, all marked at the Application level.

(11) Knowledge of techniques to analyze elements, relationships, and organizational principles: of these, four, Identification of students with differences or disabilities in language skills requiring a specialist, Identification of students who share common weaknesses and strengths in language skills. Analysis of materials on basis of difficulty or learning level, and Organization of student groups to meet individual needs, were marked at the Analysis level; one, Design and carry out appropriate lesson plans for all levels in one's classroom, was marked at the level of Synthesis.

(12) Knowledge to create or find, evaluate, and use significant instructional materials from seven various media: Texts, Film, Audio tapes, Video tapes, Records, Slides, and Programmed material, all marked at the level of Synthesis.

(13) Knowledge to construct a balanced English program, (14) Knowledge to evaluate on sound bases literature with significant literary merit, and (15) Knowledge to appraise the development and effectiveness of English courses of study, all marked at the Evaluation level.

(16) Knowledge to assess the progress of one's students in three areas of English: Literature, Verbal communication, and Grammar, all marked at the Evaluation level.

The Affective Learning section had no broad categories, only subject-area divisions. The following essential subject areas and minimum levels of learning were indicated: (1) Awareness of three aesthetic factors in literature: Form, Design, and Arrangement, all marked at the level of Valuing.

(2) Awareness of three cultural patterns exhibited by individuals from other groups as reflected in literature: Religious, Social, and Political; (3) Awareness of mood and meaning of author as discovered through reading; and (4) Awareness of mood and meaning of speaker as discovered through listening, all marked at the level of Valuing.

(5) Awareness of human values and judgments in life as reflected in literature, marked at the Organization level.

(6) Awareness of pleasure in Reading, Listening, and Viewing, all marked at the Valuing level.

(7) Awareness of importance to learn and be trained; (8) Awareness of personal enjoyment and enrichment in self-expression through Verbal communication; (9) Awareness of the process of Conceptualization of values learned through literary experiences; and (10) Awareness of the organization of a value system learned in part through literary experiences, all marked at the Organization level.

(11) Awareness of consistent behavior concerning worldly beliefs, ideas, and attitudes based on a personal value system acquired in part through literary experiences, marked at the level of Characterization by Value.

The following narrative, also from Table 6, lists the subject areas not named in the composite response but considered essential by one or more vocations, and the subject areas considered essential in the composite response but termed unnecessary by one or more vocations. In the literature category of Cognitive Learning, the secretary indicated no need for knowledge of any subject headings. Librarians indicated very little need for subject areas of this section. The college teacher and the graduate student showed a need for Knowledge of more British, American, and non-English writers than the collective choices, and they indicated a need for a higher level of learning. Interest in Non-English writers was largely that of the college teacher, the graduate student, and the miscellaneous vocation.

In Knowledge of children's and adolescent literature, the secretary, the graduate student, and the miscellaneous group indicated no interest. The secondary teacher showed no need for Children's literature.

In Knowledge of British, American, and World literary periods, the librarian and the secretary showed no interest. The secondary teacher marked no interest in World literary periods.

In Literary genres and their characteristics, the college teacher and the graduate student showed greater interest in number of subject areas and in higher levels of learning than the composite results. Once more, the secretary indicated no interest.

In Relationships between literary history and other histories,

the secretary and the librarian showed no interest.

In Universals and abstractions, only the secretary showed no interest. The college teacher and the graduate student both indicated a need for a higher level of learning than the collective response.

In Comprehension techniques, the secretary showed no interest. The librarian indicated minor interest in literal language. Only the college teacher showed a need for Foreign language.

In In-depth knowledge of major authors, the librarian and secretary showed no interest. The college teacher and the graduate student indicated a need for a greater number of authors to be included and for a higher level of learning.

In Application of literary facts and comprehension skills to derive new literary insights, the librarian, secretary, elementary teacher, and miscellaneous vocation indicated no interest.

In Analysis of literature singularly or in related groups, the secretary and miscellaneous vocation showed no need.

In Production of a unique literary product and Application of evaluative measures, the elementary teacher, secretary, and miscellaneous vocation showed no interest. The secondary teacher, the college teacher, and the graduate student showed a need for all aspects of these two subject areas.

In the Verbal Communication category of Cognitive Learning, in the subject area Rhetoric, the college teacher and the graduate student showed a need for Classical rhetoric at the Analysis level.

In Decision-making process, the secretary indicated no need.

In Structural devices, the college teacher, the graduate student, and the secretary showed a need for a higher level of learning.

In Characteristics common to all effective verbal communication, the secretary showed less need in specific subject areas than the composite results, and the college teacher and the graduate student showed a need for a higher level of learning.

In Characteristics common to oral communication only and Delivery of common types of speeches, the secretary and the elementary teacher showed considerably less need for subject areas.

In Primary types of discourse, Primary methods of analysis, and Primary orders, the elementary teacher and the secretary showed little or no interest. The college teacher and the graduate student indicated a need for a higher level of learning usually than the collective response.

In Specific research manual, the college teacher indicated the Application level of need for MLA; the graduate student indicated the Synthesis level of both MLA and Turabian; and the librarian indicated a Comprehension level of MLA, Turabian, and Campbell. The miscellaneous vocation indicated the Comprehension level of MLA.

In Research form, the college teacher and the graduate student showed a need for a higher level of learning than the composite response.

In Use of primary and secondary sources, the elementary teacher and the secretary indicated little need.

In Library tools, the elementary teacher and the secretary showed need for only the card catalog, the Reader's Guide, Webster's Dictionary of Synonyms, and Roget's Thesaurus. All other vocations showed a need for nearly all the subject areas in this division.

In Analysis of primary forms of verbal communication on the basis of elements, the elementary teacher, the college teacher, and the

miscellaneous vocation indicated the need for a higher level of learning than the composite results.

In Analysis of primary forms of verbal communication on the basis of relationships, only the college teacher indicated a need, and at an Analysis to the Synthesis level.

In Analysis of the primary forms of verbal communication on the basis of organizational principles, the elementary teacher and the secretary indicated no need. All other vocations showed the need for a higher level of learning than indicated in the composite results.

In Effective synthesis of ideas, the elementary teacher and the secretary showed less need in subject areas than the composite results indicated.

In Editorial evaluations, the elementary teacher, the secondary teacher, the secretary, and the miscellaneous vocation showed less need in subject areas than the collective results showed.

In the category Linguistics, the third division of the Cognitive Learning section, in the two subject areas--One grammatical system, and an In-depth knowledge in one grammatical system and working acquaintance with one other system--the college teacher expressed the need for structural grammar as well as traditional. Both the secondary teacher and the college teacher indicated a need at the Analysis level for In-depth knowledge in one grammatical system and working acquaintance with one other system.

In Sources and development of the English language, the secretary indicated no need.

In a Well-balanced descriptive and historical background of the English language, the college teacher indicated the level of Comprehension

need of all subject areas, and the secondary teacher indicated the same level for Principles of semantics.

In Methods of preparation and uses of dictionaries, the elementary teacher and the secretary indicated no need.

In Varieties of English usage, the secretary and the librarian indicated little need in some subject areas of this division.

In Analysis of literature and composition for language elements, relationships, and organizational principles, the elementary teacher, the librarian and the secretary indicated no need.

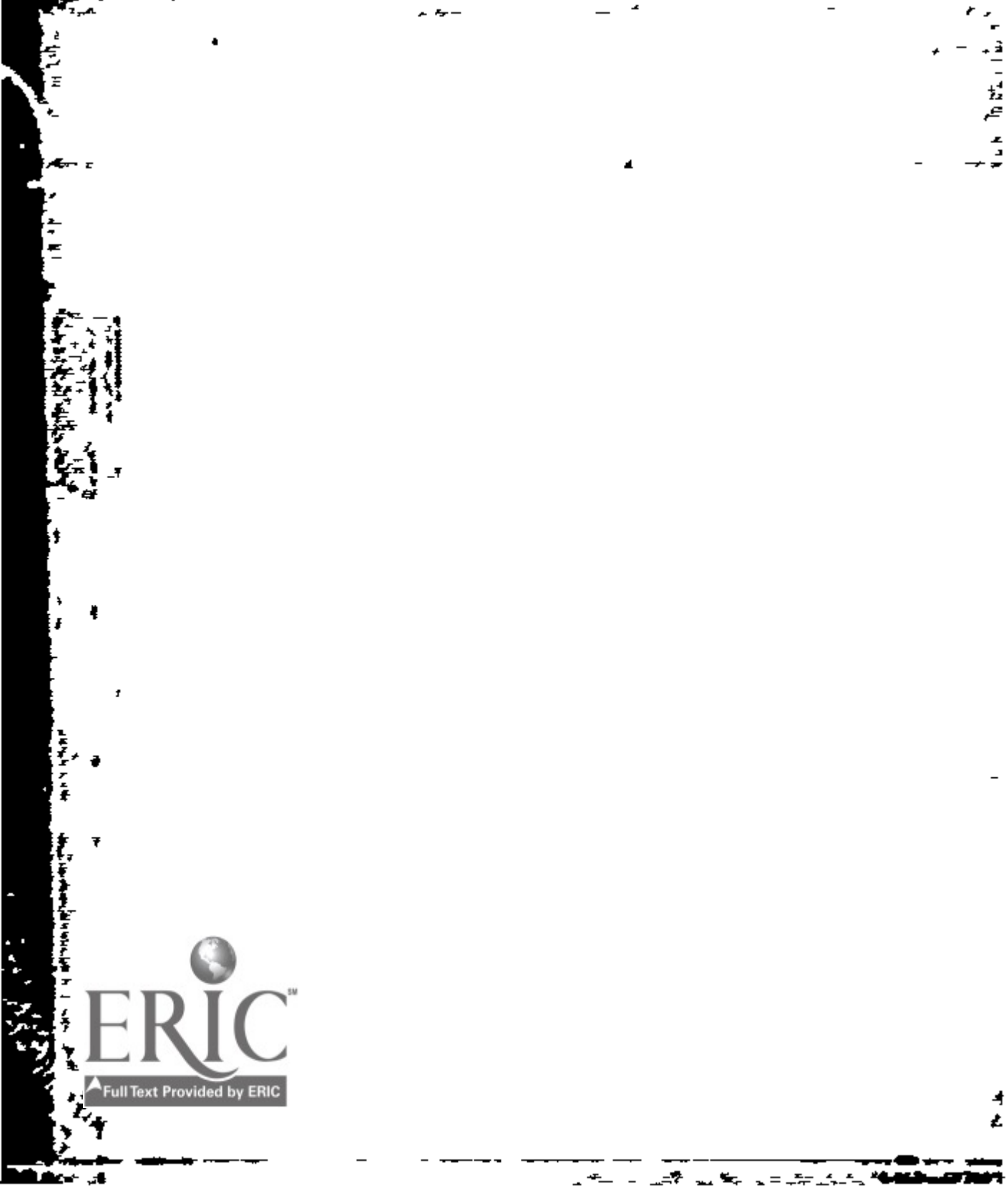
In Synthesis of the most useful elements of traditional and linguistic view points of grammar to make grammar a practical tool, the college teacher, the graduate student, and the miscellaneous vocation indicated the Synthesis level of interest.

In the category Criticism, the fourth division of the Cognitive Learning section, in the subject area Role of the literary critic, the secondary teacher and the librarian indicated the Comprehension level of interest.

In Literary criticism as described by major critics, the secondary teacher and the miscellaneous vocation indicated minor interest. The college teacher and the graduate student indicated interest in a similar number of subject areas but in different choices of critics.

In Primary approaches to literary criticism, the secretary showed no interest, and the elementary teacher showed very little. The college teacher and the graduate student indicated a need for knowledge of more approaches than the composite results indicated.

In Literature as it is presented in various media and Analysis and discussion of language as it is used in various media, the elementary



teacher, the graduate student, the librarian, and the secretary showed almost no interest.

In the category Education, the fifth division of the Cognitive Learning section, in the subject area Purposes and goals of English instruction in the school, the graduate student and the secretary indicated no need. The librarian and miscellaneous vocation indicated only the Comprehension level of learning.

In Reliable sources for book selection, the graduate student, the secretary, and the miscellaneous vocation indicated no need. The librarian indicated the Synthesis level of learning.

In Bibliotherapic possibilities in books and reading, the graduate student and the librarian indicated the Comprehension level of interest.

In Literary works appropriate for the level one is prepared to teach, the graduate student, the secretary, and the miscellaneous vocation indicated no interest. The college teacher indicated a need for the Evaluation level of learning.

In Reliable sources to continue professional growth, the elementary teacher, the graduate student, the secretary, and the miscellaneous vocation indicated no interest.

In Skills involved in verbal communication, the graduate student, the secretary, and the miscellaneous vocation indicated no need. The college teacher indicated a need for the Analysis to Synthesis level of learning.

In Skills involved in non-verbal communication, the secondary teacher, the college teacher, and the librarian indicated a need for the Comprehension level of all three subject headings of this division:

Still and moving pictures, Body language, and Sounds.

In Methodology related to teaching English at the level one is prepared to teach, the graduate student, the secretary, and the miscellaneous vocation indicated no need. The college teacher and the librarian indicated the level of Application need for Methods by which English is taught to speakers of another language or dialect.

In Strategies of teaching English to students who have a wide range and variety of individual and group differences, the graduate student, the secretary, and the miscellaneous vocation indicated no need. The college teacher indicated the Application level of need for Linguistics.

In Techniques of sharing literature, the graduate student, the secretary, and the miscellaneous vocation indicated no need. The secondary teacher, the college teacher, and the librarian indicated the level of Application need for Choral reading.

In Extension of one's expository skills to creative arts, the graduate student, the secretary, and the miscellaneous vocation indicated no need. The librarian indicated the Application level of need for all subject areas in this division.

In Analysis of elements, relationships, and organizational principles, the graduate student, the secretary, and the miscellaneous vocation indicated no need.

In Ability to create or find, evaluate, and use significant instructional materials from various media, the graduate student and the secretary indicated no need.

In Construction of a balanced English program, the graduate student, the librarian, the secretary, and the miscellaneous vocation

indicated no need.

In Evaluation on sound bases literature with significant literary merit, the elementary teacher, the graduate student, the secretary, and the miscellaneous vocation indicated no need.

In Appraisal of the development and effectiveness of English courses of study, the elementary teacher, the graduate student, the librarian, and the secretary indicated no need.

In Assessment of the progress of his students in areas of English, the graduate student, the secretary, and the miscellaneous vocation indicated no need. The elementary teacher indicated no need in Verbal communication, and the librarian indicated no need in Verbal communication or Grammar. The college teacher indicated the level of Evaluation need for Linguistics.

The Affective Learning section had no broad categories, only the division headings. In Aesthetic factors in literature, the secretary indicated no need.

In Cultural patterns exhibited by individuals from other groups as reflected by individuals from other groups, the secretary indicated no need.

In Mood and meaning of speaker as discovered through listening, Human values and judgments in life as reflected in literature, and Pleasure in reading, the secretary indicated no need.

In Pleasure in listening, the elementary teacher and the secretary indicated no need.

In Pleasure in viewing, the elementary teacher, the graduate student, and the secretary indicated no need.

In Personal enjoyment and enrichment in self-expression, the

elementary teacher and the secretary indicated no need. The elementary teacher indicated the Application level of need for Oral communication. Since Verbal communication includes both Written and Oral communication, these two latter choices were ignored if Verbal communication was indicated.

In Process of conceptualization of values learned through literary experiences and the Organization of a value system learned in part through literary experience, the elementary teacher, the librarian, and the secretary indicated no need.

In Consistent behavior concerning worldly beliefs, ideas, and attitudes based on a personal value system acquired in part through literary experiences, the librarian and the secretary indicated no need.

Reflected trends. Because questions 5, 6, and 7 all relate to trends, they are answered together (see Tables 7 and 8).

TABLE 7

TRENDS AS REFLECTED BY QUANTITY OF SUBJECT-AREA CHOICES INDICATED BY GEOGRAPHICAL REGION

	Subject Areas	Comp.	West	Cent.	South	East
I, A.	Knowledge of significant literary facts concerning British writers and their major works	17	0	25	10	15
I, B.	Knowledge of significant literary facts concerning American writers and their major works	22	6	26	20	33

TABLE 8

TRENDS AS REFLECTED BY LEARNING-LEVEL MEDIANS INDICATED BY DATE OF GRADUATION, GEOGRAPHICAL REGION, AND TYPE OF SCHOOL (PUBLIC AND PRIVATE)

	Subject Area	Median Learning Level								
			Date of Grad			Region				Type	
		Comp	68-9	70-1	72-3	W	C	S	E	Pub	Pri
I, I.	Knowledge of literary genres and their characteristics										
	10. Political rhetoric	0	-	-	-	0	1	0	2	-	-
I, P.	2. Create a unique communication in writing or to be delivered orally	0	-	4	4	4	0	0	4	-	-
II, P.	Knowledge to analyze the primary forms of verbal communication on the basis of organizational principles										
	1. Structure	3	0	3	3	-	-	-	-	-	-
	2. Form	3	0	3	3	-	-	-	-	-	-
II, B.	Knowledge of decision-making process	3	0	3	4	3	0	1	5	-	-
III, A.	Knowledge in one grammatical system										
	2. Structural	0	0	0	2	0	0	2	1	3	0
III, B.	Knowledge in depth in one grammatical system and working acquaintance with one other	0	-	-	-	0	0	3	3	3	0
III, D.	Knowledge of a well-balanced descriptive and historical background of the English language										
	1. Principles of semantics	0	0	0	2	0	0	2	1	2	0
	3. Principles of morphology	0	-	-	-	0	0	2	1	-	-
	4. Principles of etymology	0	-	-	-	0	0	1	1	-	-
III, H.	Knowledge to synthesize the most useful elements of traditional and linguistic view points of grammar to make grammar a practical tool	0	0	0	4	0	0	0	4	4	0

TABLE 8--Continued

Subject Area	Comp	Median Learning Level Date of Grad 68-9	70-1	72-3	Region W	C	S	E	Type Pub	Pri
V, H. Knowledge of methodology related to teaching English at the level he is prepared to teach										
3. Methods by which English is taught to speakers of another language or dialect	0	-	-	-	0	0	2	1	-	-
V, I. Knowledge of the strategies of teaching English to students who have a wide range and variety of individual and group differences										
3. Linguistics	0	-	-	-	0	0	0	2	-	-
V, J Knowledge of techniques of sharing literature										
3. Choral reading	0	-	-	-	0	0	0	2	-	-
V, K: Knowledge to extend his expository skills to creative arts										
3. Readers theatre	0	-	-	-	0	0	0	2	-	-
4. Pantomime	0	-	-	-	0	0	0	2	-	-
5. Puppetry	0	-	-	-	0	0	0	2	-	-
6. Music	0	-	-	-	0	0	0	2	-	-

The following narrative of Tables 7 and 8 shows the trends indicated by date of graduation in relationship to the composite choice of subject area and/or minimum level of learning. The median responses by date of graduation were compared to the overall or composite responses. Of the 102 total respondents, 35 graduated during 1968-69; 37, 1970-71; and 30, 1972-73. Because all fractional portions were dropped in calculating medians, variations of more than one median from the collective responses were required to be considered as trends or directions. In some cases, when the composite choice was 0, level 1 was noted if additional groups also chose the subject as essential.

In the Cognitive Learning section, in the subject heading Create a unique communication in writing or to be delivered orally, the composite response was 0, but both the 1970-71 and 1972-73 groups responded with a learning level of 4 as essential.

In Knowledge of decision-making process, the composite response was learning level 3, but the 1968-69 group indicated no need.

In Knowledge to analyze primary forms of verbal communication on basis of organizational principles, Structure and Form, the composite response was a 3 level, but the 1968-69 group indicated no response.

In Knowledge in one grammatical system, Structural, the composite response was 0 and the 1972-73 response was learning level 2.

Closely related to Structural grammar is Knowledge of a well-balanced descriptive and historical background of the English language, Principles of semantics. Here again the composite response was 0, and the 1972-73 response was learning level 2.

The 1972-73 group was consistent in that it marked Knowledge to synthesize the most useful elements of traditional and linguistic view points of grammar to make grammar a practical tool at learning level 4 although the composite response was 0.

The second part of the narrative of Tables 7 and 8 reports the trends indicated by geographical region in relationship to overall choice of subject area and/or minimum level of learning. The responses were studied by the four arbitrary regions: West, 17; Central, 54; South, 16; and East, 15. The median responses by region were compared to the overall or composite responses. As in the answering of question 5, here, too, variations of more than one median from the collective responses were required to be considered as trends or directions.

Under Cognitive Learning, in Knowledge of significant literary facts concerning British and American writers and their major works, the West showed no need for British writers as opposed to the composite response of 17; and they indicated need only for 6 American writers in contrast to the composite 22.

In Knowledge of literary genres and their characteristics, Political Rhetoric, the East indicated a need for level 2, while the composite showed no need.

In Create a unique communication in writing or to be delivered orally, the composite response was 0, but both the West and the East indicated a learning level 4.

In Knowledge of decision-making process, the composite median was 3, but the Central region showed a 0 and the East showed a level 5.

Differences in grammar were similar to those that appeared in question 5. In Knowledge in one grammatical system, Structural, the composite response was 0, but the South indicated a level 2 and the East, level 1. In Knowledge in depth in one grammatical system and working acquaintance with one other system, the composite response was 0, but both the South and the East held a level 3 median. In Knowledge of a well-balanced descriptive and historical background of the English language, consistent interest was indicated by the South and the East. While Principles of semantics, morphology, and etymology each earned 0 in the composite response, the South marked them level 2 and the East, level 1. And finally, Knowledge to synthesize the most useful elements of traditional and linguistic veiw points of grammar to make grammar a practical tool, the composite response was 0, but the East marked it level 4.

In Knowledge of methodology related to teaching English at the level he is prepared to teach, Methods by which English is taught to speakers of another language or dialect, the composite was 0, but the South marked it level 2 and the East gave it level 1.

In Knowledge of the strategies of teaching English to students who have a wide range and variety of individual and group differences, Linguistics, the composite median was 0, and the East marked it level 2.

In Knowledge of techniques of sharing literature, the composite median was 0, and the East indicated a learning level of 2. Similarly, in Knowledge to extend his expository skills to creative arts, Readers Theatre, Pantomime, Puppetry, and Music, the composite medians were each 0, but the East marked them all level 2.

The third part of the narrative of Tables 7 and 8 shows the trends indicated by type of institution, public or private, in relationship to the overall choice of subject area and/or minimum level of learning. Of the 102 respondents, 46 were from public institutions, and 56 were from private colleges. Once again variations of more than one median from the collective response were required to be considered as trends or directions.

In the Cognitive Learning section, the issue of grammar was the primary difference. The public school graduates showed a strong need for more than one grammatical system. In Knowledge in one grammatical system, Structural, the composite median was 0 and the Public median was level 3. In Knowledge in depth in one grammatical system and working acquaintance with one other system, the composite median was 0, but again the Public response was level 3. In Knowledge of a

well-balanced descriptive and historical background of the English language, Principles of semantics, was marked 0 in the composite response, but it earned a level 2 by the Public response. And finally, Knowledge to synthesize the most useful elements of traditional and linguistic view points of grammar to make grammar a practical tool, the composite response was 0, and the Public response was level 4.

In summary of questions 5, 6, and 7, in the Literature category, the Western region graduates indicated less need for British and American literature than the composite response indicated.

In Verbal Communication, the recent graduates and the West and East groups showed a strong trend toward the subject area Creating a unique communication in writing or to be delivered orally. The East also indicated a need for Knowledge of political rhetoric. For Knowledge of decision-making process, the earlier graduates indicated no need at all. However, the trend in the East is toward a higher level of learning, but in the Central region it is toward one lower than the composite response. The earlier graduates indicated a trend lower than the composite 3 in the subject Principles of structure and form in analyzing verbal communication.

Under the Linguistics section, the subject Grammar presented some variations. The recent graduates indicated a trend for Knowledge of Structural grammar as well as Traditional grammar. The South and East also showed this trend. Likewise, the Public institutions indicated the same direction.

The strong need for an In-depth knowledge of one grammatical system and a working acquaintance with another was apparent by the responses of both the South and the East. The Public institution

responses showed an identical trend.

The need for Knowledge of principles of semantics was shown by the 1972-73 group, the South and the East regions, and the Public institution responses. The South indicated an additional trend toward the need for Principles of morphology and etymology.

And finally, in the Linguistic section, a strong trend toward the need for the Knowledge to synthesize the most useful elements of traditional and linguistic view points of grammar to make grammar a practical tool was indicated by the recent graduate group, the Eastern region, and the Public institution responses.

In the Education category three trends were indicated. The South and the East indicated a need for Methods of teaching English to speakers of another language or dialect. The East indicated a trend toward the need for Linguistic strategies of teaching English to students who have a wide range and variety of individual and group differences. And lastly, the East showed a trend toward the need for Knowledge of techniques of Choral reading and Knowledge to extend one's expository skills to Readers theatre, Pantomime, Puppetry, and Music.

Reliability. To answer question eight, Were the responses reliable as evidenced by consistency? four sets of correlated subject areas from the Cognitive section of the questionnaire were randomly selected and checked: (1) Romanticism (I, F, 4) and Coleridge (I, A, 20); Transcendentalism (I, G, 4) and Emerson (I, B, 15); Classical Rhetoric (II, A, 1) and Aristotle (I, C, 7); and Skills involved in verbal communication, composition (writing process and the factors affecting it (V, F, 1) and Characteristics common to all effective verbal communication (II, D).

Ten responses from the 102 questionnaires, selected in ten-numeral intervals beginning with 8, provided the following data. For the first comparison, Romanticism and Coleridge, 6 responses were identical, 4 varied only one point, and 0 responses showed more than one point variation. In the second comparison, Transcendentalism and Emerson, 5 responses were identical, 4 varied only one point, and 1 response varied 2 points. The third comparison, Classical Rhetoric and Aristotle, reflected the same degree of reliability as comparison two. The fourth comparison, Composition skills and Composition characteristics, showed 6 identical responses, 2 varying only one point, and 2 varying two points. Applying the same criterion for relationship to this analysis as that previously used, the summary showed that out of 40 possible comparisons, only 4 suggested major differences (see Table 9). Thus, the conclusion can be made that on the basis of this analysis, the responses were 90 percent reliable.

TABLE 9

ANALYSIS OF RELIABILITY BY NUMBER OF RESPONSES RELATED TO DEGREE OF SIMILARITY IN RESPONSE

Items of Comparison	Identical	1 pt.dif.	2 pt.dif.	total
Romanticism (I,F,4) and Coleridge (I,A,20)	6	4	0	10
Transcendentalism (I,G,4) and Emerson (I,B,15)	5	4	1	10
Classical Rhetoric (II,A,1) and Aristotle (I,C,7)	5	4	1	10
Composition skills (V,F,1) and Composition characteristics (II,D)	6	2	2	10
	22	14	4	40

PERSONAL LETTER DATA

In addition to the questionnaire data, personal letters provided a variety of related recommendations. Most of these letters were written in place of completing the questionnaire. This form of response may indicate the respondent's lack of understanding the meaning of competency.

One respondent speculated:

> Students across the country now enrolled in Liberal Arts programs as English majors are going to find that they are not capable of doing anything within their area of concentration that will enable them to make a living. . . . The study of literature, both old and new, is essential to the completion of a well-balanced education, but throw in something practical, a program that pertains to the world your students will be thrust into upon graduation. If Liberal Arts English majors do not want to be teachers and they do not want to continue their education, they are sunk without knowledge of the practical uses of the tools of communication. . . . A love of literature does not put food on a table.

Another respondent recommended the importance of "teaching someone what it means to read, to experience literature." She explained that "one should try to teach, convey, to another person the things that will make that person want, need, know how to go on by himself."

A male respondent from Pennsylvania listed seven points concerning the English major that he felt important:

1. The English major's most important goal is to be able to understand clearly different forms of communication and to communicate clearly to others.
2. Spending inordinate amounts of time with specific literary figures, literary periods, or literary critics' writing is wasteful and only encourages parroting of already famous critics' views about works of art.
3. Any study undertaken with the aim of regurgitating facts is a useless study.
4. Greater opportunities for independent studies that allow the student to utilize his natural curiosity are needed.
5. More time is needed to deal with the ideas expressed in literary works instead of the process of disecting [sic] the material.

6. A greater emphasis is needed on twentieth century literature.
7. English departments in colleges and universities fail to consider the vocational choices open to their students. Few English majors will become famous literary critics or college-level professors, compared to the number who go into teaching at lower levels, or many other non-teaching vocations. To continue the English emphasis in a concentrated study of literature as in the past seems unrealistic. Also, more opportunity for some sort of job-related work experience should be provided all English majors who desire it.

A fourth respondent recommended that the English major be taught the "importance of evaluating literature on technical excellence, honesty of expression, and validity of message."

A single recommendation was made by a college professor to include non-Western literature in the curriculum. She had found this to be "rewarding and of great importance as an arch of literature which is too often neglected."

Finally, a female respondent cautioned, "Don't let the English majors preparing to teach overlook the fact that often the most valuable assets are endurance, patience, a sense of humor, and a very thick skin. Please warn them," she continued, "to be prepared for students who are sadly ignorant of even the basics in spelling, reading, and grammar."

SUMMARY OF THE DATA

The data in the letters, while limited in scope, complemented, for the most part, the data collected by the questionnaires. The need for the practical as evidenced in several letters was supported by the overwhelming agreement reflected in the Cognitive Learning section of the questionnaire data for the need of level 3 verbal communication skills and independent study.

In the Affective area, the letters stated the importance of the individual's desire to read and to move ahead independently. This, too,

was supported by the consensus of high level response for all Affective Learning subject areas.

The trend away from the intensive study of literature is reflected in both the questionnaire data and the personal letters. While the study of British and American writers and their major works is an inherent part of an English major, the lack of wide agreement of specific authors and the small number of authors considered essential are apparent marks of evidence to support the trend.

Very little evidence was given either in letter or questionnaire to show much need for the study of criticism. Although no letter mentioned linguistics specifically, the questionnaire data did show modest interest, particularly in the South and the East, for linguistics.

Interest in the preparation for the teaching of English, either at the elementary or secondary level, was noted in both letters and questionnaires. Affective learning in preparation for teaching was emphasized, and letters added such qualities as endurance, patience, and a sense of humor.

Together the responses in letter and questionnaire form reflected the conscientious efforts of concerned and dedicated people.

CHAPTER 5

APPLICATION OF THE DATA

The final chapter, Application of the Data, includes three divisions: (1) the meaning of competency for the English major, (2) the emphases suggested by trends, and (3) suggestions for additional related research.

THE MEANING OF COMPETENCY FOR THE ENGLISH MAJOR

The first division, Meaning of Competency for the English Major, is divided into four parts: (1) the methodology used to determine competencies, (2) the initial formulation of the competencies, (3) the modifications of the initial competencies, and (4) the final statement of competencies.

Methodology Used to Determine Competencies

The evidence in Table 6 showing the composite or collective choices in subject areas and levels of learning was used to determine the initial competencies for the English major. Next, the evidence in Tables 5 and 6 reflecting vocational responses was used to make modifications of the initial competencies. Table 5 showed that over 53 percent of the respondents were secondary teachers, and that 69 percent of the respondents were in the teaching field. Thus, the collective or composite responses were shaped largely by teachers in general and more specifically by secondary teachers. Because the numbers of respondents were so

small in the remaining vocations, 7 elementary teachers, 9 college teachers, 5 graduate students, 7 librarians, and 5 secretaries, the researcher was reluctant to eliminate subject areas designated as essential in the composite analysis solely on the basis of lack of interest shown by the results of the vocational choices.

In both the initial formulation of the competencies and the modification stage, the choices for levels of learning sometimes varied as much as two steps without designation of this variation, since all fractional portions were dropped when determining medians. For example, the collective response showed level 1 for Knowledge of Chaucer and level 2 for Swift, but the competency prescribed level 2 to accommodate both degrees of learning.

Furthermore, while the college teacher and the graduate student usually indicated the need for a greater number of subject areas and a higher level of learning than did the other vocations, these needs were not necessarily encompassed, nor were those of the librarian, who indicated some needs peculiar only to his vocation in the competency. Such judgment was based on the fact that the college teacher and the librarian are likely to satisfy these needs through graduate study before they enter their chosen profession. The graduate student also finds himself in a position in which he is acquiring additional subject areas and higher levels of learning before he enters the economic world. Therefore, these needs may be met logically in graduate programs for all three vocations.

Initial Formulation of Competencies

The initial formulation of competencies was based on the evidence in Table 6. In the Literature category of Cognitive Learning, responses to divisions A, B, and C of Table 6 showed the need for Competency 1:

apply knowledge of significant literary facts concerning major British, American, and non-English writers and their major works. The authors indicated by responses to division E could be included in the above competency. The following list of authors should be considered a minimum: British authors: Beowulf, Chaucer, Donne, Pope, Swift, Burns, Wordsworth, Coleridge, Lord Byron, Shelley, Keats, Tennyson, R. Browning, Orwell, Kipling, and Stevenson; American authors: Franklin, Paine, Jefferson, Irving, Cooper, Melville, Longfellow, Lincoln, Whitman, Dickinson, Sandburg, Lewis, Steinbeck, Cummings, and L. Alcott; and non-English writers: The Holy Bible, Plato, Aristotle, and Tolstoy. Those authors that received a level 3 or above were included in Competency 4, which follows later.

Responses to divisions F, G, and H showed the need for Competency 2: analyze the knowledge of British and American literary periods and their characteristics.

Responses to division I showed the need for Competency 3: analyze the following literary genres and their characteristics: poetry, fiction, drama, literary criticism, history, and biography. In addition, divisions J and K showed the need to identify the facets of the genres that will be characterized. Therefore, Competency 3 was modified to include ". . . characteristics of form, style, and historical development."

Responses to division M, as well as to A and B, showed the need for Competency 4: analyze knowledge of significant literary facts concerning the following British and American writers and their major works: British--Milton and Dickens; American--Hawthorne, Poe, Emerson, Thoreau, Clemens, Frost, Faulkner, and Hemingway. These same responses indicated the need for a higher level of learning for Shakespeare; thus Competency

5 was needed: synthesize knowledge of significant literary facts concerning William Shakespeare and his major works.

Responses to division L, N, and O showed the need for Competency 6: analyze the meaning of literature, singularly or in related groups, and derive new literary insights through comprehension skills and application of literary facts.

Responses to divisions P and Q showed the need for Competency 7: synthesize knowledge to produce a unique literary product, and evaluate literary works in terms of internal and external evidence.

In Verbal Communication, the second category of Cognitive Learning, responses to divisions A, B, C, D, G, H, I, N, and O, Table 6, showed the need for Competency 8: apply and use in analysis the principles of effective verbal communication and analyze the primary forms of verbal communication on the basis of elements and organizational principles.

The responses to divisions E and F showed the need for Competency 9: apply characteristics peculiar to oral communication in the delivery of the following types of speeches: introduction, report, review, and directions.

Responses to divisions L and M showed the need for Competency 10: utilize the major library tools and other primary and secondary sources.

Responses to divisions Q and K showed a need for Competency 11: synthesize ideas effectively and report them according to an accepted trade manual style. No specific manual was considered essential.

Responses to division R showed a need for Competency 12: make editorial evaluations of one's own oral and written composition and that of others.

In Linguistics, the third category of Cognitive Learning, responses to divisions A, E, and G were satisfied in other Competencies: A was met in Competency 8, E in Competency 10, and G in Competencies 6 and 8.

The responses to divisions C and F showed a need for Competency 13: apply knowledge about the sources and development of the English vocabulary and the varieties of English usage.

In Criticism, the fourth category of Cognitive Learning, the responses to division C showed the need for Competency 14: apply the following approaches to literary criticism: moral, psychological, and sociological.

Responses to divisions D and E showed the need for Competency 15: apply literature of the following media and analyze and discuss language as it is used in these media: television, motion pictures, theatre, and printed material.

In Education, the fifth category of Cognitive Learning, the responses to B and D showed the need for Competency 16: apply knowledge of reliable sources of book selection and analyze the knowledge of literary works appropriate for the level one is prepared to teach.

Responses to division E showed the need for Competency 17: apply knowledge of reliable sources to continue professional growth.

Responses to division F showed the need for Competency 18: apply the knowledge of skills involved in verbal communication and the factors affecting them and analyze verbal communication on the basis of these skills.

Responses to division G showed the need for Competency 19: comprehend the knowledge of skills involved in body language.

Responses to divisions H and I showed the need for Competency 20: apply knowledge of the following teaching methodologies and strategies: a. Methodology related to teaching English at the level one is prepared to teach, and b. Strategies of teaching English to students who have a wide range and variety of individual and group differences.

Responses to divisions J and K showed the need for Competency 21: apply techniques of sharing literature and extending one's expository skills to creative arts.

Responses to division L showed the need for Competency 22: analyze the following elements, relationships, and organizational principles pertaining to teaching techniques: a. Identification of students with differences or disabilities in language skills requiring a specialist; b. Identification of students who share common weaknesses and strengths in language skills; c. Materials on the basis of difficulty or learning level; and d. Organization of student groups to meet individual needs.

Responses to division L-5 showed a need for Competency 23: synthesize (design and carry out) appropriate lesson plans for all levels in one's classroom.

Responses to divisions A, M, and N showed a need for Competency 24: synthesize and evaluate a balanced English program by using appropriate lesson plans for all levels in one's classroom, by using appropriate and significant instructional materials, and by reflecting the purposes and goals of the English instruction in the school.

Responses to division O showed the need for Competency 25: evaluate on sound bases literature with significant literary merit.

Responses to division P showed the need for Competency 26:

evaluate the development and effectiveness of English courses of study.

Responses to division Q showed the need for Competency 27: evaluate the progress of one's students in areas of literature, verbal communication, and grammar.

In the Affective Learning section of Table 6, responses to divisions A and B showed the need for Competency 28: value aesthetic factors in literature (form, design, and arrangement) and cultural patterns as reflected in literature, namely religious, social, and political.

Responses to divisions C and D showed the need for Competency 29: value the mood and meaning of the selection as discovered through reading and listening.

Responses to divisions F, G, H, and J showed the need for Competency 30: value pleasure in verbal communication.

Responses to division I showed the need for Competency 31: value the importance of learning and being trained.

Responses to divisions E, K, and L showed a need for Competency 32: organize human values and judgments as reflected in literature into a value system.

Responses to division M showed the need for Competency 33: characterize values by consistent behavior concerning worldly beliefs, ideas, and attitudes based on a personal value system acquired in part through literary experiences.

Modifications of Initial Competencies

The evidence concerning vocational responses contained in Tables 5 and 6 suggested various modifications of the initial competencies. In the Literature section of Cognitive Learning, the responses to division D showed that elementary teachers, college teachers, and librarians have

a need for Competency 34: apply knowledge of significant literary facts concerning authors and/or illustrators of children's literature and their major works.

Responses to division L showed that college teachers have a need for Competency 35: translate prose and poetry in foreign language into English.

In the Verbal Communication category, responses to division J showed that the college teacher, the graduate student, the librarian, and the miscellaneous vocation indicated a need for comprehension of the MLS style manual. Therefore, Competency 11 was modified to read, ". . . and to report them according to the MLA style manual."

In the Linguistics section, responses to divisions A and B showed that the secondary teacher and the college teacher both indicated a need for knowledge of more than one grammatical system. The college teacher indicated a need for structural grammar as well as traditional. Therefore, Competency 8 was modified to read, ". . . the principles of effective verbal communication, including knowledge of both traditional and structural grammatical systems, . . ."

In the Criticism category, division B showed that the secondary teacher, the miscellaneous vocation, the college teacher, and the graduate student indicated a need for Competency 36: apply knowledge of literary criticism as described by major critics.

In the Education category, the graduate student, the secretary, and the miscellaneous vocation indicated no need for any of the competencies. Therefore, Competencies 16 through 27 are applicable only to the three teaching vocations and the librarian.

In the Affective Learning section of Table 6, the secretary

indicated need for only Competencies 29, 30, and 31. Competencies 28, 32, and 33 are required by only the elementary teacher, secondary teacher, college teacher, graduate student, librarian, and miscellaneous vocation.

Final Statement of Competencies

Applying the modifications suggested by data in Tables 5 and 6 to the initial competencies formulated from the composite response data in Table 6, a list of thirty-six competencies for the English major was derived. These competencies were arranged in the order prescribed by the section headings, Cognitive Learning and Affective Learning, and the categorical division headings used in Cognitive Learning. The seventeen competencies required of all English majors were assigned Arabic numerals, and the nineteen competencies required by fewer than all English majors were assigned Arabic numerals enclosed in parentheses. The vocations requiring the latter competencies were identified in parentheses immediately after the respective competency.

The following is a list of the competencies for an English major. The heading, A baccalaureate graduate with an English major can: applies to all thirty-six competencies.

COGNITIVE LEARNING

Literature

1. Apply knowledge of significant literary facts concerning the following British, American, and non-English writers and their major works: British authors: Beowulf, Chaucer, Donne, Pope, Swift, Burns, Wordsworth, Coleridge, Lord Byron, Shelley, Keats, Tennyson, R. Browning, Orwell, Kipling, and Stevenson; American authors: Franklin, Paine, Jefferson, Irving, Cooper, Melville, Longfellow, Lincoln, Whitman, Dickinson, Sandburg, Lewis, Steinbeck, Cummings, and L. Alcc :; and non-English writers: The Holy Bible, Plato, Aristotle, and Tolstoy.

2. Analyze the knowledge of British and American literary periods and their characteristics.

3. Analyze the following literary genres and their characteristics of form, style, and historical development: poetry, fiction, drama, literary criticism, history, and biography.

4. Analyze knowledge of significant literary facts concerning the following British and American writers and their major works: British--Milton and Dickens; American--Hawthorne, Poe, Emerson, Thoreau, Clemens, Frost, Faulkner, and Hemingway.

5. Synthesize knowledge of significant literary facts concerning William Shakespeare and his major works.

6. Demonstrate the ability to analyze the meaning of literature, singularly or in related groups, and derive new literary insights through comprehension skills and application of literary facts.

7. Synthesize knowledge to produce a unique literary product, and evaluate literary works in terms of internal and external evidence.

(8) Apply knowledge of significant literary facts concerning authors and/or illustrators of children's literature and their major works (applies only to elementary teachers, college teachers, and librarians).

(9) Translate prose and poetry in foreign language into English (applies only to college teacher).

Verbal Communication

1. Apply and use in analysis the principles of effective verbal communication, including knowledge of both traditional and structural grammatical systems, and analyze the primary forms of verbal communication on the basis of elements and organizational principles.

2. Apply characteristics peculiar to oral communication in the delivery of the following types of speeches: introduction, report, review, and directions.

3. Utilize the major library tools and other primary and secondary sources.

4. Synthesize ideas effectively and report them according to the MLA style manual.

5. Make editorial evaluations of one's own oral and written composition and that of others.

Linguistics

1. Apply knowledge about the sources and development of the English vocabulary and the varieties of English usage.

Criticism

1. Apply the following approaches to literary criticism: moral, psychological, and sociological.

2. Apply literature of the following media and analyze and discuss language as it is used in these media: television, motion picture, theatre, and printed material.

(3) Apply knowledge of literary criticism as described by major critics (applies only to secondary teacher, college teacher, graduate student, and miscellaneous vocation).

Education

(1) Apply knowledge of reliable sources of book selection and analyze the knowledge of literary works appropriate for the level one is prepared to teach (applies only to elementary teacher, secondary teacher, college teacher, and librarian).

(2) Apply knowledge of reliable sources to continue professional growth (applies only to elementary teacher, secondary teacher, college teacher, and librarian).

(3) Apply the knowledge of skills involved in verbal communication and the factors affecting them and analyze verbal communication on the basis of these skills (applies only to elementary teacher, secondary teacher, college teacher, and librarian).

(4) Comprehend the knowledge of skills involved in body language (applies only to elementary teacher, secondary teacher, college teacher, and librarian).

(5) Apply knowledge of the following teaching methodologies and strategies: methodology related to teaching English at the level one is prepared to teach, and strategies of teaching English to students who have a wide range and variety of individual and group differences (applies only to elementary teacher, secondary teacher, college teacher, and librarian).

(6) Apply techniques of sharing literature and extending one's expository skills to creative arts (applies only to elementary teacher, secondary teacher, college teacher, and librarian).

(7) Analyze the following elements, relationships, and organizational principles pertaining to techniques of teaching English: identification of students with differences or disabilities in language skills requiring a specialist, identification of students who share common weaknesses and

strengths in language skills, materials on the basis of difficulty or learning level, and organization of student groups to meet individual needs (applies only to elementary teacher, secondary teacher, college teacher, and librarian).

(8) Synthesize by designing and carrying out appropriate lesson plans for all levels in one's classroom (applies only to elementary teacher, secondary teacher, college teacher, and librarian).

(9) Synthesize and evaluate a balanced English program by using appropriate lesson plans for all levels in one's classroom, by using appropriate and significant instructional materials, and by reflecting the purposes and goals of the English instruction in the school (applies only to elementary teacher, secondary teacher, college teacher, and librarian).

(10) Evaluate on sound bases literature with significant literary merit (applies only to elementary teacher, secondary teacher, college teacher, and librarian).

(11) Evaluate the development and effectiveness of English courses of study (applies only to elementary teacher, secondary teacher, college teacher, and librarian).

(12) Evaluate the progress of one's students in areas of literature, verbal communication, and grammar (applies only to elementary teacher, secondary teacher, college teacher, and librarian).

AFFECTIVE LEARNING

1. Value the mood and meaning of the selection as discovered through reading and listening.

2. Value the importance of learning and being trained.

(3) Value aesthetic factors in literature--form, design, and arrangement--and cultural patterns as reflected in literature, namely religious, social, and political (applies only to elementary teacher, secondary teacher, college teacher, graduate student, librarian, and miscellaneous vocation).

(4) Value pleasure in verbal communication (applies only to elementary teacher, secondary teacher, college teacher, graduate student, librarian, and miscellaneous vocation).

(5) Organize the human values and judgments as reflected in literature into a value system (applies only to elementary teacher, secondary teacher, college teacher, graduate student, librarian, and miscellaneous vocation).

(6) Characterize values by consistent behavior concerning

worldly beliefs, ideas, and attitudes based on a personal value system acquired in part through literary experiences (applies only to elementary teacher, secondary teacher, college teacher, graduate student, librarian, and miscellaneous vocation).

EMPHASES SUGGESTED BY TRENDS

The final list of competencies derived from the composite and vocational responses were affected only little by the trends suggested by responses based on date of graduation, geographical region, or type of institution. For Competency 1, Literature, "Apply knowledge of significant literary facts concerning the following British, American, . . . and their major works," less emphasis appears to be needed in numbers of authors for the English majors in the Western region than the competency requires.

Several subject areas in Verbal Communication reflecting trends are encompassed in Competency 1, Verbal Communication, "Apply and use in analysis the principles of effective verbal communication, . . . and analyze the primary forms of verbal communication on the basis of elements and organizational principles." The English majors in the East appear to need greater emphasis on "creating a unique communication in writing to be delivered orally." They appear to need more training in political rhetoric and knowledge of the decision-making process than those in other regions.

Although the subject grammar appeared primarily in the Linguistic section of the questionnaire, it was made a part of Competency 1 in Verbal Communication. While structural grammar, as well as traditional grammar, was included in the competency, the trend suggested a need for English majors of the East and South to emphasize both grammatical

systems. The English majors in public institutions appear to have a similar need. These same groups, together with the recent graduate group, indicated a need for emphasizing the study of the principles of semantics. The majors in the South also appear to need emphasis on the study of principles of morphology and etymology. The majors from the East and from the Public institutions appear to need emphases in both the structural and the traditional grammatical systems as a synthesized tool.

Three trends related to Education suggested additional emphases in Competency 5, Education, "Apply knowledge of the following methodologies and strategies: methodology related to teaching English at the level one is prepared to teach, and strategies of teaching English to students who have a wide range and variety of individual and group differences;" and Competency 6, Education, "Apply techniques of sharing literature and extending one's expository skills to creative arts." The trends indicated that the emphasis appears to be needed by the majors in the South and East for methods of teaching English to speakers of another language or dialect. These majors in the East appear to need emphasis in knowledge of linguistic strategies of teaching English to students who have a wide range and variety of individual and group differences. And finally, the English majors in the East appear to need emphases in knowledge of techniques of choral reading and knowledge to extend one's expository skills to readers theatre, pantomime, puppetry, and music.

SUGGESTIONS FOR ADDITIONAL RELATED RESEARCH

Every research effort no doubt has its limitations. The research for this study was limited in several ways. First, only 102 of the 248 subjects responded. And of these only 15 states were represented, most

of which were from central United States. In addition, the complexity of the questionnaire screened many potential subjects, leaving only those who had a keen desire to invest two hours or more of their time "for the benefit of future English majors." Thus, the responses were from a select intellectual group and from a somewhat limited geographical area.

To overcome these limitations, future research might endeavor to include a broader geographical representation and one that encompassed the total intellectual spectrum of English-major graduates or one that reflected the relationship of the responses to the graduate's overall GPA or his salary.

Another limitation of this research was the fact that the respondents were all of a single type of authority, the English-major practitioner. One must recognize that what practitioners think they need is not always the best test. Furthermore, the judgment of graduates is likely to reflect what they have had and therefore what they think they need. A broader base, one including all six types of authorities, would provide a more universal consensus. The list of competencies derived from these data from practitioners could be used as a base for responses from other authorities, e.g., supervisors, recipients of the service, and employers. Such responses could also be compared to establish more exact needs of specialized professions.

Several trends reflected in the regional responses offer research opportunities. The interest in propaganda rhetoric shown by the Eastern respondents could be pursued, or the rationale behind the need in the East and South for emphasis in structural grammar could be sought. One might study the question: Is there a relationship between the need in

the South for emphasis on structural grammar and the need for knowledge of methods by which English is taught to speakers of another language or dialect?

Any category heading of the questionnaire, such as Linguistics, Criticism, or Verbal Communication, could serve as a single subject for research. A questionnaire could be designed to collect data to establish competencies in the single area. Such limitations would reduce the time required to complete the questionnaire, and thus the number and scope of responses might well be increased, giving a more significant answer.

This study is only a beginning in the research of competency-based education. But the numbers of conscientious respondents who spent time and effort to complete the complicated questionnaire are evidence that many practitioners do care about the direction education is moving, and that many of them are willing to assume their responsibility for helping to improve the educational system. Researchers need to recognize this valuable resource by working closely with practitioners of all subject areas to help provide data to formulate meaningful and practical competencies in all academic majors.

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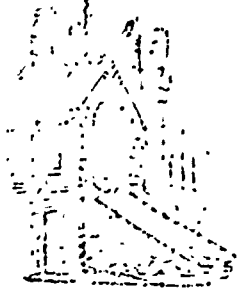
APPENDIX B

LETTER TO ALUMNI DIRECTORS



STERLING COLLEGE

STERLING, KANSAS 67579

DEPARTMENT OF ENGLISH

September 7, 1973

Director of Alumni Association
Institution
Address
City, State Zip

Dear Alumni Director:

Sterling College, a fully-accredited liberal arts institution, is entering its second year on a competency-based curriculum. Under a Kellogg grant, we are seeking to establish a model college with descriptions of competency for all our departmental majors. Currently we are working to determine the meaning of competency for the English major in a competency-based curriculum as perceived by practitioners.

We plan to consult English major graduates from liberal arts colleges across the nation who are using the English major in their present vocations or continuing education. Your English Department Head has been kind enough to help us by supplying the names of several of your English-major graduates. Now, we are asking you, please, to provide the addresses of these former students so that we may write to them for their judgment concerning this subject.

Thank you for your kind cooperation in this research effort.

Very truly yours,

Dorothy Behnke (Mrs.)
Assistant Professor of English

DB/kl

Enclosures

APPENDIX C

QUESTIONNAIRE

(Removed due to marginal reproducibility)

APPENDIX D

PRE-TEST COVER LETTER

STERLING COLLEGE

STERLING, KANSAS 67579

October 15, 1973

DEPARTMENT OF ENGLISH

Dear_____:

Sterling College has entered its second year on a competency-based curriculum. As we move ahead in our program, we are endeavoring to establish the meaning of competency for all our departmental majors.

Because you are an English-major graduate from Sterling College practicing a vocation or continuing your formal education, we are asking you to help us by providing necessary pre-testing information. Instead of being concerned with the traditional number of hours and specific courses necessary for a major, we want to determine the skills and areas of knowledge, together with the levels of learning, that the English-major graduate needs in his vocation. Will you please complete the enclosed questionnaire and return it to me by November 7? Feel free to write any questions or comments you may have pertaining to the questionnaire. These, together with your other responses, will help us to formulate a meaningful questionnaire for our research.

Take personal satisfaction in knowing that by providing these data you are contributing immeasurably to the education of future English majors and to all competency-based education. Your prompt and careful attention to this request is gratefully appreciated.

Yours sincerely,

Dorothy Behnke (Mrs.)
Assistant Professor of English

DB:pg

Enclosures

APPENDIX E

PRIMARY COVER LETTER

STERLING COLLEGE

STERLING, KANSAS 67579

DEPARTMENT OF ENGLISH

November 15, 1973

Dear _____:

Sterling College, a fully-accredited liberal arts institution, has entered its second year on a competency-based curriculum. As we move ahead in our program, we are endeavoring to establish the meaning of competency for all our departmental majors.

Because you are an English-major graduate from a liberal arts college practicing a vocation or continuing your formal education, we are asking you to provide the necessary information to establish the meaning of competency for the English major. Instead of being concerned with the traditional number of hours and specific courses necessary for a major, we want to determine the skills and areas of knowledge, together with the levels of learning, that the English-major graduate needs in his vocation. Will you please help us by completing the enclosed questionnaire and returning it to me by December 7, 1973.

Take personal satisfaction in knowing that by providing these data you are contributing immeasurably to the education of future English majors and to all competency-based education. Your prompt and careful attention to this request is gratefully appreciated.

Yours sincerely,

Dorothy Behnke (Mrs.)
Assistant Professor of English

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Enclosures

APPENDIX G

LIST OF INSTITUTIONS REPRESENTED BY RESPONDING GRADUATES

INSTITUTIONS BY ARBITRARY GEOGRAPHICAL REGIONS
WHOSE GRADUATES RESPONDED TO THE
QUESTIONNAIRE

WEST

1. Grand Canyon College, Phoenix, Arizona
2. California State College, Long Beach, California
3. California State College, Sonoma, California
4. Pacific Union College, Angwin, California
5. Southern Oregon College, Ashland, Oregon

EAST

1. Delaware State College, Dover, Delaware
2. New England College, Henniker, New Hampshire
3. Barrington College, Barrington, Rhode Island
4. Castleton State College, Castleton, Vermont

SOUTH

1. Louisiana College, Pineville, Louisiana
2. Delta State College, Cleveland, Mississippi
3. Jarvis Christian College, Hawkins, Texas

CENTRAL

1. Earlham College, Richmond, Indiana
2. Clarke College, Dubuque, Iowa
3. Tabor College, Hillsboro, Kansas
4. Bethany College, Lindsborg, Kansas
5. Sterling College, Sterling, Kansas
6. Hillsdale College, Hillsdale, Michigan
7. Doane College, Crete, Nebraska
8. Kearney State College, Kearney, Nebraska